

The Teacher's Casquet

(Songs, Games & Recitations)

Volume II

WITHDRAWN



Digitized by the Internet Archive
in 2025

https://archive.org/details/bwb_KV-427-535

THIS EDITION IS
SPECIALLY PREPARED
FOR SUBSCRIBERS



THE
**NEW
ERA**
PUBLISHING CO^{LD}
12 & 14, NEWTON ST.
HOLBORN., W.C.2



The End of Day
Louis Emile Adam

(1286E)

THE
TEACHER'S CASQUET
(SONGS, GAMES AND RECITATIONS)

VOLUME II

BY
ALICE L. A. HANDS, MARGARET ASHWORTH
AND
W. IRWIN HUNT



THE NEW ERA PUBLISHING CO., LTD.
LONDON

1929

PRINTED IN GREAT BRITAIN
AT THE PITMAN PRESS, BATH

FOREWORD

TO THE TEACHERS OF LITTLE CHILDREN OF THE ENGLISH-SPEAKING WORLD

It is recognized to-day—though perhaps not yet so universally as our educational authorities desire—that the teacher of infant classes is the most important person on the staff of an elementary or other school. And that her sense of her personal responsibility is high in proportion as her work is noble and far-reaching in its consequences.

This essentially modern development of public opinion is only the giving of practical effect to the age-old beliefs of Aristotle, that those who educate little children are more to be honoured than they who produce them ; and of Locke that “ the least and even apparently imperceptible impressions received in infancy have consequences very important and of long duration.” Yet, again, we are now acting on the view Whately, greatest of logicians, expressed : that the education that begins in the fourth year of a child’s life is beginning three years too late. Finally, we may note that Dr. H. P. Ballard, whose name ranks deservedly high in educational circles to-day, has quite recently pointed out that “ the whole trend of modern psychology is to push farther and farther back along the line of age the real formative influences on a child’s mind and character.”

In this work of teaching young children, with these ideas kept always in view, specialization has taken place. And an admirable and increasingly satisfactory efficiency has already resulted.

This TEACHER’S CASQUET represents the crystallization into practical educational form of the best educational opinion on Infant Teaching.

In the five volumes composing this unique series, we have lessons for little ones prepared with the object of developing the feeling for colour, for form, and for movement on lines of health and beauty ; for the training of the little eye and hand and of the small limbs to exquisite expression. Here too are crisp and skilled directions so that the teacher can educe, with the minimum of trouble, an understanding of nature, animate and inanimate, and a habit of observation of seasonal and other phenomena. Stories of babyhood in other and far-away lands inculcate an early

FOREWORD

realization of what we now call *humanized* geography. Games with numbers teach arithmetic—without tears and even with joy. The moral qualities are awakened as effectively by songs and dramatized play as are the habits of health by rhythmic dances and exercises. Indeed, all that is best in child nature is fostered and developed and *educated* in the best sense of the term, along the widest lines.

Where all is excellent, it is invidious to mention one section. But we must point out that the stirring little “Empire Song” cannot fail to inculcate even at the earliest age, the poet’s admonition—

Love thou thy Land, with love far-brought
From out the Storied Past.

This patriotic gem is, of course, nowhere else available—for infant school teachers or for anybody else.

Enough has been written to prove that the series is one to be welcomed by the earnest infant school teacher as a real help. There is no book nor set of books quite like it on the market. While other works designed for teachers of very small children inform them how they ought to approach their duties, this *TEACHER’S CASQUET* supplies the Lessons already prepared to enable them to excel in their arduous and important work amongst our smallest scholars.

It is fitting, in view of the difficulties attaching to their vocation that every educational aid possible should be given in order to lighten the burden on the teachers in our midst. The sense of responsibility can hardly be lightened for those who are, by nature and by training, truly conscientious.

Teachers have been well named “the allies of legislators. . . . They aid in regulating the atmosphere whose incessant action and pressure cause the life-blood to circulate and to return, pure and healthful, to the heart of the nation. . . .”

Teachers of the English-speaking world, to help you in your noble aims and self-devoted lives—here is *THE TEACHER’S CASQUET*.

M. W.

CONTENTS

FRONTISPIECE—*The End of Day*

I. SUNSET AND DAWN.

NO.		PAGE
1.	EVENING OR SUNSET	8
2.	NIGHT—THE STARS	10
3.	DAWN OR DAYBREAK	12
4.	MORNING—"THE SUN"	14
5.	DAY-TIME	16
6.	RUNNING TO SCHOOL	18

II. SPRING.

7.	WAKING-UP TIME	22
8.	SPRING FLOWERS	24
9.	IN THE GARDEN	26
10.	THE LITTLE SEED SONG	28
11.	BIRDS' NESTS	30
12.	FARMERS	32
13.	THE CUCKOO SONG	34
14.	MOTHER HEN AND HER CHICKENS	36
15.	THE ANIMALS' SONG	38

III. SUMMER.

16.	THE RIPENING TIME	42
17.	THE FLOWER DANCE	44
18.	THE LILIES' SONG	46
19.	THE BEES' SONG	48
20.	A RAILWAY JOURNEY	50
21.	THE ENGINE SONG	52
22.	AT THE SEASIDE	54
23.	SAILING	56
24.	A HOT SUMMER'S DAY	58
25.	A SUMMER NIGHT—DREAMLAND	60

IV. AUTUMN.

26.	GATHERING-IN TIME	64
27.	THE WIND SONG	66

NO.		PAGE
28.	THE SWALLOWS	68
29.	FALLING LEAVES	70
30.	SLUMBER KING	72
31.	THE RABBITS	74

V. WINTER.

32.	THE SLEEPING TIME	78
33.	WINTER FROLIC	80
34.	JACK WEATHERCOCK	82
35.	FALLING SNOW	84
36.	A SONG FOR A DULL DAY	86
37.	CHRISTMAS CAROL	88
38.	ROBIN, THE BIRD OF HOPE	90

VI. CHILDREN'S OWN GAMES, ETC.

39.	(1) SKIPPING ; (2) SHUTTLECOCKS AND BATTLEDORES ; (3) BALLS ; (4) WHIPPING TOPS ; FLYING KITES	94
40.	DOLLY'S WASHING DAY	96
41.	LITTLE CARPENTERS	98
42.	"STONE-BREAKER JACK"	100
43.	A ROYAL PROCESSION	102
44.	SCALES (VOICE TRAINING)	104

VII. NATURE SONGS.

45.	PAN'S PIPES	108
46.	THE SKY-MAN	112
47.	SEE-SAW	117
48.	THE COMING OF THE DAISIES	121
49.	WILD WIND-HORSES	124
50.	THUNDER SONG	128
51.	STARSHINE	132
52.	AT HEAVEN'S DOOR	137
53.	SUNSHINE AND RAIN	142
54.	THE MIST MAN	146
55.	THE MOON AND I	151
56.	A SONG OF NIGHT AND SLEEP	155

PART I

Sunset and Dawn

We know that God is everywhere:
We see Him in the changing year,
Above, below, remote or near;
And there His Angels are also:
They ride on all the winds that blow,
And at His bidding come and go.

MILLER.

THE TEACHER'S CASQUET

(1) EVENING OR SUNSET.

Sweetly.

1. Hush, lit - tle chil - dren, for night's draw - ing near ;

Shades of the ev'ning have grown ve-ry dark ; Queen Moon's sil-ver light is now

seen in the sky ; To what the bright stars say, oh, lit - tle ones, hark !

(1) EVENING OR SUNSET.

1. Hush, little children, for night's drawing near ;
Shades of the ev'ning have grown very dark ;
Queen Moon's silver light is now seen in the sky ;
To what the bright stars say, oh, little ones, hark !
2. "Look, little children, we shine in the sky ;
In day-time we're hid by the Sun's dazzling light,
Yet always we're shining, though you see us not ;
Our duty's to light up your dark earth at night."

Children may be chosen to personate Moon and Stars—fillets round heads, with moon and stars of silver paper, form distinctive explanatory badges.

Natural gestures of raising finger for "hush," and pointing to the stars.

This song would be best taught on a Winter afternoon when "growing dusk," and when stars might be seen on way home. It is not so suitable for the long days of Summer, when children ought to be in bed before the stars show. A month or two is a large space in a little child's life, and memory of the dark evenings will have been crowded out by present conditions. Nature will remedy this in good time, and our business is to induce observation of surrounding conditions which will help memory by deepening their impression.

2nd Verse.—Children's hands uplifted, moving fingers to represent twinkling stars.

THE TEACHER'S CASQUET

(2) NIGHT : THE STARS.

1. Stars in the sky are shin - ing, The sun is in the west : Till

morn - ing light shall wake you, Sleep, lit - tle ones, and rest.

(2) NIGHT: THE STARS.

1. Stars in the sky are shining,
The sun is in the west:
Till morning light shall wake you,
Sleep, little ones, and rest.
2. Gain strength while you are sleeping,
Kind Nature brings it you,
To make you grow like lilies,
All sweet, and pure, and true.

Must be taught in afternoon, and children led to observe where sun is, After singing—give order to go to bed and sleep, and let children choose own way of following it; but useful hints could be given if any are found sleeping with open mouths.

(3) DAWN OR DAYBREAK.

1. The stars and moonshine fade At the break of morn-ing light ; For

from the East the great sun comes, And shines with all his might.

(3) DAWN OR DAYBREAK.

1. The stars and moonshine fade
At the break of morning light ;
For from the East the great sun comes,
And shines with all his might.
2. The birds begin to sing,
And we open sleepy eyes ;
The grey dawn grows to gleaming gold,
And bids us all arise.

Children must be led to find where the sun is at 9 o'clock, before learning the words about the East. Teacher will describe early dawn and the twittering of birds long before full light.

Birds may have been chosen for Verse I to go to sleep with children. In Verse II they chirp and whistle, and children get up from imaginary beds.

The first two lines of Verse I might be sung by children chosen for Moon and Stars, and the last two by the "Sun."

THE TEACHER'S CASQUET

(4) MORNING—"THE SUN."

Brightly.

1. Now, wake up, chil-dren dear, And waste not sun-ny hours! But

with bright thoughts a - rise, Like bird - ies and sweet flowers.

(4) MORNING—"THE SUN."

1. Now, wake up, children dear,
 And waste not sunny hours !
 But with bright thoughts arise,
 Like birdies and sweet flowers.
2. And fresh from restful sleep,
 Go forth upon your way ;
 And happy lessons learn
 From Nature's work to-day.

This is sung by the "Sun" ; and the children, who have been standing with heads inclined resting on hands, as if asleep, waken and watch the sun (Verse I). They trip softly about the room at the end of Verse II.

(5) DAY-TIME.

Brightly.

1. We rise in the morn - ing ear - ly, And

wash our fa - ces clean ; We scrub our hands in

this way— No dir - ty nails are seen.

(5) DAY-TIME.

1. We rise in the morning early,
And wash our faces clean ;
We scrub our hands in this way—
No dirty nails are seen.
2. Our hair we brush so neatly,
And then we get quite dressed,
We turn back bed-clothes quickly,
All thankful for our rest.
3. We trip down-stairs so gaily,
And black our boots and shoes ;
We polish them in this way,
And not a minute lose.

Natural movements suggested by words.

(6) RUNNING TO SCHOOL.

1. Let us trip a - way to school ; Ear - ly, too, shall be our rule :

Hap - pi - ly we run a - long, As we hear the bell—ding, dong !

The musical score is written for piano and voice. It consists of two systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one flat (B-flat) and the time signature is 4/4. The first system of music is for the first line of the song, and the second system is for the second line. The piano accompaniment features a simple, rhythmic pattern of chords and single notes. The vocal line is written in a simple, easy-to-read style with lyrics underneath. The first line of the song is '1. Let us trip a - way to school ; Ear - ly, too, shall be our rule :'. The second line of the song is 'Hap - pi - ly we run a - long, As we hear the bell—ding, dong !'. The piano accompaniment for the first line starts with a low bass note, followed by a series of chords and single notes. The piano accompaniment for the second line starts with a low bass note, followed by a series of chords and single notes. The piano accompaniment for the first line ends with a double bar line, and the piano accompaniment for the second line ends with a double bar line.

(6) RUNNING TO SCHOOL.

1. Let us trip away to school ;
Early, too, shall be our rule :
Happily we run along,
As we hear the bell—ding, dong !
2. Birds are singing as we run ;
Sun-beams have with us great fun,
Dancing in and out like this ;—
Oh, such play we would not miss.

Verse I. Children trip round the hall ; at words “ding, dong,” they halt and raise hands as in pulling rope of bell.

Verse II. Children stand in listening attitude during first two lines ; during 3rd and 4th lines each child quickly takes hands of the child next to him or her, and all dance together ; or all the children may quickly take hands and dance round in one big ring.

PART II

Spring—Waking-up Time

I wandered lonely as a cloud,
When all at once I saw a crowd,
 A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

WORDSWORTH.

(7) SPRING—WAKING-UP TIME.

1. Soft Spring is call'd the "waking time," When trees are clad with leaves bright green ; The

blossoms sweet come peep-ing out, And bird-ies build-ing nests are seen.

The musical score is written for piano in G major (one sharp) and 4/4 time. It consists of two systems of music. The first system has a vocal line and a piano accompaniment. The vocal line begins with a treble clef and a key signature of one sharp (F#). The piano accompaniment begins with a bass clef and a key signature of one sharp (F#). The second system continues the vocal line and piano accompaniment. The vocal line ends with a double bar line. The piano accompaniment ends with a double bar line.

(7) SPRING—WAKING-UP TIME.

1. Soft Spring is call'd the "waking time,"
When trees are clad with leaves bright green ;
The blossoms sweet come peeping out,
And birdies building nests are seen.
2. The warm bright sun and gentle rain
Make bulbs and trees and flowers grow ;
The lambs and chicks and all young things
Are full of life and joy, you know.

Children choose parts as trees, flowers, birds, sun, rain-drops, lambs, chicks, etc., and act appropriately.

THE TEACHER'S CASQUET

(8) SPRING FLOWERS.

Brightly.

I. Spring is here, and we joy-ful-ly sing! The fai-ry-bells are be-

- gin-ning to ring; Sweet are the scents that are borne thro' the air;

Earth is all strewn with flow-ers so fair: Cro-cu-ses, snowdrops,

daf-fo-dils tall, Vi-o-lets, tu-lips, wall-flow-ers, all Pro-

claim once more the re-turn of the Spring, And birds high up in the branch-es sing.

(8) SPRING FLOWERS.

1. Spring is here, and we joyfully sing !
The fairy bells are beginning to ring ;
Sweet are the scents that are borne thro' the air ;
Earth is all strewn with flowers so fair :
Crocuses, snowdrops, daffodils tall,
Violets, tulips, wall-flowers, all
Proclaim once more the return of the Spring,
And birds high up in the branches sing.
2. Fruit trees have blossoms, sweet-scented and fair :
Snow-white are flowers of cherry and pear ;
Apples' white dresses pink-tinted are seen ;
Pretty they look with leaves of pale green.
Farmers are busy, their seeds now they sow.
Sunshine and showers make plants and trees grow,
And new life is everywhere ; all with one voice
Now say, " Spring is here ; rejoice, rejoice ! "

Children may form themselves into a garden, and certain ones grow up as the flower names are mentioned. Children should choose those who are most suitable for yellow crocus, white snow-drop, tall daffodil, etc., and arrange where each shall grow and which shall come up first ; opportunity for giving reason for name of " wall-flower." Some children might be birds whistling and flying about the garden.

(9) IN THE GARDEN.

The musical score is written for piano in G major (one sharp) and 4/4 time. It consists of two systems of music, each with a vocal line and a piano accompaniment. The first system contains the first line of the song, and the second system contains the second line. The piano accompaniment features a simple, rhythmic pattern of chords and single notes, supporting the vocal melody.

I. We are lit - tle gard'ners bright, Work-ing now with all our might,

Dig-ging up the hard, brown soil, Then rak-ing smooth, in hap - py toil.

(9) IN THE GARDEN.

1. We are little gard'ners bright,
Working now with all our might,
Digging up the hard, brown soil,
Then raking smooth, in happy toil.
2. Planting seeds in rows so neat ;
Soon we'll see the flowers sweet.
In life's garden let us grow
All the good and true we know.

It is a good plan to tell children to perform the various actions, digging, raking, planting, while the teacher tries if she can guess correctly ; if not, the gardener is not a good one and must improve.

(10) THE LITTLE SEED SONG.

Not too quick.

1. Dear lit-tle Ba-by-seed, tell me, Where are your leaves tuck'd a-way?

Where are your sweet-scented blos-soms? Your se-cret whisper, I pray!

The musical score is written for piano and voice. It consists of two systems. The first system has a vocal line and a piano accompaniment. The vocal line starts with a treble clef, a key signature of one sharp (F#), and a 6/8 time signature. The piano accompaniment starts with a bass clef, the same key signature, and time signature. The second system continues the vocal line and piano accompaniment. The vocal line ends with a double bar line. The piano accompaniment ends with a double bar line.

(10) THE LITTLE SEED SONG.

1. Dear little Baby seed, tell me,
Where are your leaves tuck'd away?
Where are your sweet-scented blossoms?
Your secret whisper, I pray.
2. "Sister dear, I cannot tell you;
God made us both and He knows.
Put me to bed in my earth cot,
Then watch how my new life grows."

Where possible the children should have a bit of garden to tend, and a penny packet of seeds. After allowing children to examine them, let them set them in their garden, or in flower pots or boxes; water them, and daily watch their growth. They might also grow mustard and cress, beans, peas, etc., on flannel, or sand thoroughly wet, in a saucer.

Aim: to develop a taste for the beautiful, and to encourage children's observation and expression.

(11) BIRDS' NESTS.

1. Spring is here ; the birds are bu-sy Build-ing pret-ty nests, you see ; Grass and

hay and mud col - lect - ing, Pluck-ing leaves from hedge and tree.

(11) BIRDS' NESTS.

1. Spring is here ; the birds are busy
Building pretty nests, you see ;
Grass and hay and mud collecting,
Plucking leaves from hedge and tree.
2. Nests inside they make so cosy,
Soft with feathers, moss and wool ;
Birds are careful little builders,—
See them fly with beaks quite full.
3. Rooks are building in the elm trees,
Twigs they get and weave then so ; (*action*)
Swallows' nests are under roof-eaves ;
Cuckoos make no nests, you know.
4. Robins build in places sometimes
Where we never think to look ;
Blackbirds gay and speckled thrushes
Find the hedge a cosy nook.

Lead children to observe as far as they can where different birds build ; from many suburban schools a school walk can be taken to see rooks and swallows building ; listen to cries. Then let children suggest what objects in the room might represent the tall elm tree, the roof-eaves, the low hedge, etc. ; and play at building in the place appropriate to their chosen character. imitating cries.

(12) FARMERS.

1. We are farm-ers : seeds we sow : Left they go, and right they go.

From our bas-kets *wheat* we throw ; Left they go, and right they go.

The musical score is written in 4/4 time with a key signature of one sharp (F#). It consists of two systems, each with a piano accompaniment (left hand) and a vocal line (right hand). The piano accompaniment is composed of chords and single notes, while the vocal line features a melody with lyrics. The first system includes the lyrics '1. We are farm-ers : seeds we sow : Left they go, and right they go.' and the second system includes 'From our bas-kets *wheat* we throw ; Left they go, and right they go.'

(12) FARMERS.

1. We are farmers: seeds we sow,
Left they go, and right they go;
From our baskets *wheat* we throw,
Left they go, and right they go.
2. We are farmers: seeds we sow,
Left they go, and right they go;
From our baskets *oats* we throw,
Left they go, and right they go.
3. We are farmers: seeds we sow,
Left they go, and right they go;
From our baskets *barley* throw,
Left they go, and right they go.

Children form their arms—alternately right and left—as baskets containing imaginary corn. This forms a good physical exercise—arm flinging movement. First line children walk round the ring.

(13) THE CUCKOO SONG.

1. List-en ! I hear the cuckoo ; I hear him sweetly sing ; All

(Cuckoo!) (Echo.)

round us "Cuck-oo" sounds, And tells of hap - py spring.

(Echo.)

REFRAIN. rail. softly.

(Echo.) (Echo.)

Cuck-oo ! Cuck - oo ! Cuck - oo ! Cuck-oo ! Cuck - oo !

(13) THE CUCKOO SONG.

1. Listen ! I hear the cuckoo ;
 I hear him sweetly sing ;
 All round us " Cuck-oo " sounds,
 And tells of happy spring.
2. What is the Cuckoo saying ?
 " Dear children, come and see
 The flow'rs all waking up
 And blossoms on the tree."
3. Cuckoo ! Why don't you build
 A home ? It would be best ;
 Instead of placing eggs
 In some one else's nest.

It is good to let three or four children sing the echo each time it occurs.

(14) MOTHER HEN AND HER CHICKENS.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The key signature is one sharp (F#) and the time signature is 6/8. The lyrics are written below the vocal line. The first system includes a first ending bracket labeled (1). The second system includes a second ending bracket labeled (2). The third system includes a third ending bracket labeled (3). The piano accompaniment features a steady eighth-note bass line and chords in the right hand.

(1) Dear mo - ther hen, see how pa - tient she is,
Sit-ting on eggs in a co - sy, warm nest ; (2) Wait-ing and list'ning, till
one day there come (3) Fluf - fy wee chick-ens from un - der her breast.

(14) MOTHER HEN AND HER CHICKENS.

1. ⁽¹⁾ Dear mother hen, see how patient she is,
 Sitting on eggs in a cosy, warm nest ;
⁽²⁾ Waiting and list'ning, till one day there come
⁽³⁾ Fluffy wee chickens from under her breast.
 2. ⁽⁴⁾ Crack, crack, and crack, crack, now go some more shells ;
⁽⁵⁾ More little chickens come all toddling out.
⁽⁶⁾ Cheep, cheep, they all say. How pretty they look !
⁽⁷⁾ See how they follow their mother about.
 3. She takes them to see all the beautiful world,
⁽⁸⁾ Talks to her babies in sounds they all know,
⁽⁹⁾ Cluck, cluck, here's a worm ; cluck, cluck, there are crumbs ;
 Peck your food well, dears, ⁽¹⁰⁾ then home we must go.
 4. ⁽¹¹⁾ Kind little girls come with bread-crumbs, I see ;
⁽¹²⁾ Corn and sweet rice, too ; cluck, cluck, now be quick.
 Have a good supper, ⁽¹³⁾ then under my wings
 Come warmly nestle, each dear little chick.
1. *Boys form ring, sitting on floor—join hands to make a nest.*
Several little girls in nest. Mother hen spreads pinafore over them.
 2. *All hands at ears listening.*
 3. *Two chicks peep out from under pinafore.*
 4. *Boys make cracking or clapping noise with hands.*
 5. *All chickens come from under pinafore.*
 6. *All children stand.*
 7. *Boys trip softly round ring ; chickens follow mother hen about.*
 8. *Boys and hen make clucking sound.*
 9. *All stoop to pick up imaginary worms and crumbs.*
 10. *All children trip round ring ; chickens follow hen to nest.*
 11. *Little girls come with food.*
 12. *All stoop in act of picking up food.*
 13. *Chicks go under pinafore ; the other children bend heads as in sleep while tune is again played softly.*

THE TEACHER'S CASQUET

(15) THE ANIMALS' SONG.

1. The use - ful cow says Moo - oo - oo, moo, moo - oo,

The first line of music is in G major (one sharp) and 4/4 time. It consists of a treble and bass staff. The melody is in the treble staff, and the accompaniment is in the bass staff. The lyrics are written below the treble staff.

moo - oo, moo! Lambs in the field say Baa - aa - aa, baa - aa,

The second line of music continues the melody and accompaniment. The lyrics are written below the treble staff.

baa - aa - aa, baa - aa, baa! Dogs in the street go

The third line of music continues the melody and accompaniment. The lyrics are written below the treble staff.

Bow - wow - wow - wow, bow - wow, bow - wow, bow - wow, bow - wow! Cats for

The fourth line of music continues the melody and accompaniment. The lyrics are written below the treble staff.

milk cry, Meow - ow, meow - ow, meow - ow, meow, meow, meow!

The fifth line of music concludes the piece. The lyrics are written below the treble staff.

(15) THE ANIMALS' SONG.

1. The useful cow says Moo-oo-oo, moo, moo-oo, moo-oo, moo !
Lambs in the field say Baa-aa-aa, baa-aa, baa-aa-aa, baa-aa,
baa, baa !
Dogs in the street go Bow-wow-wow-wow, bow-wow, bow-wow,
bow-wow, bow-wow !
Cats for milk cry Meow-ow, meow-ow, meow-ow, meow, meow,
meow !
2. The horse for corn says Neigh-eigh-eigh, neigh, neigh-eigh,
neigh-eigh, neigh !
Pigs in their sties grunt Humph-umph-umph, humph-umph,
humph-umph-umph, humph-umph, humph, humph !
Sparrows for crumbs sing Chirp-chirp, chirp-chirp ! Ducks on
ponds quack Quack-quack, quack-quack !
Hens for food say Clu-uck, cluck, cluck-cluck !
Cock-a-doodle-doo-oo !

Children like to make animals' sounds, and, before learning the song, they should be allowed to make the different sounds (language) of each animal or bird for themselves.

PART III

Summer—The Ripening Time

Beautiful Mother is busy all day,
So busy she neither can sing nor say ;
But lovely thoughts in a ceaseless flow,
Through her eyes, and her ears, and her bosom go—
Motion, sight, and sound and scent
Weaving a royal rich content.

GEORGE MACDONALD.

(16) THE RIPENING TIME.

1. Queen Summer is the "rip'ning time" For fruit, seeds, veg - e - ta - bles, corn : The

days are long and warm and bright, And love - ly flow'rs the earth a - dorn.

The musical score is written for piano and voice. It consists of two systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature has one flat (B-flat) and the time signature is 4/4. The first system contains the first line of the song, and the second system contains the second line. The piano accompaniment features a steady bass line and chords that support the vocal melody.

(16) THE RIPENING TIME.

1. Queen Summer is the "ripening time"
For fruit, seeds, vegetables, corn.
The days are long and warm and bright,
And lovely flowers the earth adorn.
2. The young birds now have learned to fly,
Bees gather honey all the day,
Tall grass is cut and hay is made,
And pretty butterflies are gay.

The suggestions for the Spring game "Waking-up Time" apply to this and the next two. This might well be followed by an interval for a free game at hay-making, teacher guessing the actions or calling a halt, if, e.g., children toss the hay before it is cut.

(17) THE FLOWER DANCE.

1. (a) We trip round the gar - den with hearts light and gay, And

les - sons we learn from the flowers ; The ro - ses and lil - ies speak

clear - ly and say, "Grow sweet in your childhood's bright (b) hours."

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#), and the time signature is 6/8. The lyrics are written below the vocal line. The first system ends with a double bar line. The second system ends with a double bar line. The third system ends with a double bar line.

(17) THE FLOWER DANCE.

1. (a) We trip round the garden with hearts light and gay,
And lessons we learn from the flowers;
The roses and lilies speak clearly and say,
“Grow sweet in your childhood's bright (b) hours.”
2. (c) We merrily dance in the garden, and play
(d) At games with the flow'rs of bo-peep.
The dear little fairies we may see to-day,
(e) If they have not all gone to sleep.

(a) *All dance forward a few steps, then back into places—little girls hold up pinafores with their right hands.*

(b) *At the chord children turn and face each other and take hands.*

(c) *Dance round together.*

(d) *Bow to each other.*

(e) *Heads resting on hands (as children asleep).*

(18) THE LILIES' SONG.

1. (a) "We are the fair, white lil - ies. A - sleep be -

- neath the ground, Through win - ter months we're

hid - den Till spring a - gain comes round.....

The musical score is written for a piano and voice. It consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The key signature is one sharp (F#) and the time signature is 3/4. The lyrics are written below the vocal line. The first system ends with a double bar line. The second system ends with a double bar line. The third system ends with a double bar line.

(18) THE LILIES' SONG.

1. (a) " We are the fair, white lilies.
Asleep beneath the ground,
Through winter months we're hidden
Till spring again comes round.
2. (b) " Sun-beams then shine upon us,
And gentle rain-drops fall,
And we begin to waken,
(c) And hear the cuckoo's call.
3. (d) " When trees are green and shady,
(e) And farmers make the hay,
We, too, shall be tall and slender,
(f) Increasing every day.
4. " Till when the bright warm Summer,
Has roses everywhere,
(g) Our buds begin to open,
And fill with scent the air."
5. Oh, lilies, pure and graceful,
Like you, we all would grow
Just loving, sweet and gentle,
And kind to all we know.

1. (a) *Children half recline on floor, to represent sleeping Lilies. This verse must be sung very softly.*

2. (b) *Children raise themselves, and sing this verse a little louder. (c) Hands raised to ears—listening attitude.*

3. (d) *Children stand; (e) Action, tossing hay; (f) Hands clenched above head gradually unfold to represent opening leaves.*

4. (g) *Hands waved above heads.*

Aim: to cultivate a taste for the beautiful, and incidentally to develop the moral growth of the child.

(19) THE BEES' SONG.

1. The bees vis - it flow'rs that are gay,..... And

ga-ther sweet hon - ey all day :..... Buzz, buzz, how they sing ! The

hon - ey they'll bring To their lit - tle hive o - ver the way !

(19) THE BEES' SONG.

1. The Bees visit flow'rs that are gay.
And gather sweet honey all day,
 Buzz, buzz, how they sing!
 The honey they'll bring
 To their little hive over the way.
2. From the bees we may learn lessons true,
 To be earnest in all that we do
 At work or at play;
 Be the thing what it may,
 Like the bees we will do our best, too.

Children hum tune a second time to represent buzzing sound of bees, and move arms as in flying.

(20) A RAILWAY JOURNEY.

1. The sta - tion is a bu - sy place, And oft - en

crowd - ed, as you know : Some trains come in, some

trains go out— Some fast, and o - thers slow.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#) and the time signature is 3/4. The lyrics are: '1. The sta - tion is a bu - sy place, And oft - en crowd - ed, as you know : Some trains come in, some trains go out— Some fast, and o - thers slow.'

(20) A RAILWAY JOURNEY.

1. The station is a busy place,
And often crowded, as you know :
Some trains come in, some trains go out—
Some fast, and others slow.
2. Our train steams fast upon its way,
In London we shall quickly be.
A mile a minute ! one can scarce
The road-side stations see.
3. Through lovely country on we go,
And over bridges not a few.
Past leafy lanes and meadows green,
Dark tunnels rushing through.
4. The signal, when the line is clear,
Lets down its arm, the lamp burns white ;
If red lights flash, then trains must wait.
These only shine at night.

This game, like Froebel's "Pigeon House," may well be used to develop imagination by asking the children passengers what they have seen.

A boy on a chair may be the signal post—use arms for day ; lights for night may be represented by red, green, and yellow circles of card-board. The train must obey the signals.

(21) THE ENGINE SONG.

(1) The whis-tle blows, and the en-gine goes: (2) Puff, puff, puff, puff, puff, puff, puff! The

The first system of musical notation for 'The Engine Song'. It consists of a treble and bass staff joined by a brace. The treble staff has a key signature of one sharp (F#) and a 4/4 time signature. The melody begins with a quarter note G4, followed by eighth notes A4, B4, and C5, then a quarter note D5, and continues with a series of eighth and quarter notes. The bass staff provides a harmonic accompaniment with chords and single notes. The lyrics are written below the treble staff, with '(1)' above the first measure and '(2)' above the eighth measure.

steam comes out thro' the fun-nel-spout: (2) Puff, puff, puff, puff, puff, puff, puff! The

The second system of musical notation. The melody continues from the first system. The lyrics 'steam comes out thro' the fun-nel-spout:' are written below the treble staff, followed by '(2) Puff, puff, puff, puff, puff, puff, puff!' and 'The'. The notation includes various musical symbols such as notes, rests, and bar lines.

wheels go round and round and round: (2) Puff, puff, puff, puff, puff, puff, puff! (3) The

The third system of musical notation. The melody continues. The lyrics 'wheels go round and round and round:' are written below the treble staff, followed by '(2) Puff, puff, puff, puff, puff, puff, puff!' and '(3) The'. The notation includes various musical symbols such as notes, rests, and bar lines.

line is straight, the pace is great; They run a - long so smooth-ly.

The fourth system of musical notation, which concludes the piece. The melody ends with a double bar line. The lyrics 'line is straight, the pace is great; They run a - long so smooth-ly.' are written below the treble staff. The notation includes various musical symbols such as notes, rests, and bar lines.

(21) THE ENGINE SONG.

1. *Children hold and blow imaginary whistles.*
2. *Clench hands and work arms from shoulders to imitate wheels turning round.*
3. *Move feet as in running.*

The children, after singing the verse, at a chord, form connected lines and run or march round the hall, while tune is played once or twice more.

(22) AT THE SEASIDE.

The musical score is written for piano and voice. It consists of two systems of music. The first system has a vocal line and a piano accompaniment. The vocal line is in 4/4 time, with a key signature of one flat (B-flat). The piano accompaniment is in 4/4 time, with a key signature of one flat. The second system continues the vocal line and piano accompaniment. The vocal line ends with a double bar line. The piano accompaniment ends with a double bar line.

I. A - sail - ing we will go, Up - on the sea we row; Our

oars we take, A splash we make : A - sail - ing we will go.

(22) AT THE SEASIDE.

1. A-sailing we will go,
Upon the sea we row ;
Our oars we take,
A splash we make :
A-sailing we will go.
2. All up and down we go,
Upon the waves, just so,
They tumble o'er
And make a roar
And up and down we go.

Boats may be made in various ways—

1. *Two children sit on floor facing each other and holding hands.*
2. *Six children*  *and girl in centre holding pinafore for sail.*
3. *Group of children forming larger boat with crew, passengers, etc.*

N.B.—Teacher must be careful to get the real working action of rowing. The best way is to ask the class to make boats, and adopt some of their suggestions.

(23) SAILING.

1. We sail a-way to-day A-cross the o-cean blue; Sing

ho, yo-ho, yo-ho! We are a jol-ly crew!

REFRAIN.
Sail-ing, sail-ing On the deep blue sea; The

wind is high, the waves roll by— Hap-py sail-ors we!.....

(23) SAILING.

1. We sail away to-day
 Across the ocean blue ;
Sing ho, yo-ho, yo-ho !
 We are a jolly crew !

 Sailing, sailing
 On the deep blue sea ;
 The wind is high, the waves roll by—
 Happy sailors we !
2. We climb the mast so high
 And spread the white sails out ;
Sing ho, yo-ho, yo-ho !
 We turn our ship about.

 Sailing, sailing
 On the deep blue sea ;
 The wind is high, the waves roll by—
 Happy sailors we !

(24) A HOT SUMMER'S DAY.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature has two flats (B-flat and E-flat), and the time signature is 3/4. The lyrics are written below the vocal line.

I. "We are so thirst-y," the flow-ers all said; "O
wind, blow the rain-clouds here! Send the cool rain-drops that
we may be fed, And fresh-en the o-ther plants near."

(24) A HOT SUMMER'S DAY.

1. "We are so thirsty," the flowers all said;
 "O wind, blow the rain-clouds here!
 Send the cool rain-drops that we may be fed,
 And freshen the other plants near."
2. And down fell the rain-drops and soaked the dry ground.
 "We thank you," the flowers all said;
 Fresh looked the trees, and the grass all around
 Grew green—it was glad to be fed.

Preparatory talk: "What are grass and flowers wishing for?" "Here are some pretty little flowers" (drawing two or three little girls out); "make it rain on them!" "Ah, you are rain-drops, are you, but where did you come from?" "I see, won't you make yourselves into the cloud again, just to let me see you fall?" "Oh, here is the cloud, now will a kind wind come and blow it along to the poor thirsty flowers?"

(25) A SUMMER NIGHT—DREAMLAND.

Sweetly.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature is one sharp (F#) and the time signature is 4/4. The tempo/mood is marked 'Sweetly.'.

1. To the land of Nod we sail a - way, Our
boat drifts on with the tide; Rock'd up and down in the
twi - light dim, On waves of sleep we ride.

(25) A SUMMER NIGHT—DREAMLAND.

1. To the land of Nod we sail away,
Our boat drifts on with the tide ;
Rock'd up and down in the twilight dim,
On waves of sleep we ride.
2. And at Slumberland we step ashore,
And there in the Valley of Rest,
Kind Mother Nature sends us dreams
And lullabies of her best.

1. *Children turn and face each other, join hands and sway them upwards and downwards—boat action.*
2. *Children rest their heads on their hands as if asleep.*

PART IV

Autumn—Gathering-in Time

Look out o'er vale and hill:

 In Spring the sky encircled them—

The sky is round them still.

Come Autumn's scathe, come Winter cold,

 Come change and human fate!

Whatever prospect Heaven doth bound

 Can ne'er be desolate.

MRS. BROWNING.

(26) GATHERING-IN TIME.

1. (a) Rich au-tumn is the harvest-time, When fruit is gather'd, swallows go; The

corn is cut and stored a - way, Dry leaves fall from the trees, just so.

The musical score is written for piano in 4/4 time with a key signature of one sharp (F#). It consists of two systems of music. The first system begins with a treble clef and a key signature of one sharp, followed by a 4/4 time signature. The melody is written in the treble clef, and the accompaniment is in the bass clef. The second system continues the melody and accompaniment. The lyrics are written below the notes, with some words like 'au-tumn' and 'a - way' hyphenated across measures. The score ends with a double bar line.

(26) GATHERING-IN TIME.

1. (a) Rich autumn is the harvest-time,
When fruit is gather'd, swallows go ;
The corn is cut and stored away,
Dry leaves fall from the trees, just so.

2. (b) The squirrel makes his store of nuts,
And acorns, too, he hides away.
(c) The Harvest moon is large and bright ;
(d) The flowers fade, that once were gay.

1. (a) *Preparatory talk.*—Refer to Spring, the “awakening time,” and Summer, the “ripening time.” Teach children to give their own observations.

2. (b) *Refer to Squirrels' habits ; the clever way they collect and store away nuts and acorns to make provision for Winter.*

(c) *Encourage children to observe the beautiful and light evenings of early Autumn—reason for name “Harvest Moon.”*

(d) *Refer to this as the flowers' sleep.*

(27) THE WIND SONG.

1. List - en to the wind Whis-p'ring in the trees ;

See the leaf-less branch-es Sway - ing in the breeze.

The musical score is written for piano and voice. It consists of two systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one flat (B-flat), and the time signature is 6/8. The first system contains the first two lines of the song, and the second system contains the next two lines. The lyrics are written below the vocal line, with hyphens indicating syllables that span across notes. The piano accompaniment features a steady eighth-note bass line and chords in the right hand.

(27) THE WIND SONG.

1. Listen to the wind
 Whisp'ring in the trees ;
 See the leafless branches
 Swaying in the breeze.
2. Swift it sends the ships
 Sailing far away ;
 Now the wind-mills' arms
 Whirl around all day.
3. See it lifts the fog,
 Bearing it away,
 Then we see the sun
 Shining all the day.

Some children may represent trees, others ships. And a golden sun may be hidden by a fog of up-held pinafores, which in turn is dispersed by wind. Children reflect that another time the wind carried a cloud which broke into rain.

(28) THE SWALLOWS.

1. The hap-py sum-mer-time has gone, The swal-lows all now fly a-way, To
find a home in countries warm, Thro' win-ter months to stay.

The musical score is written for piano and voice. It consists of two systems of music. The first system contains the first line of the song, and the second system contains the second line. The music is in G major (one sharp) and 6/8 time. The piano accompaniment is written in both treble and bass staves, while the vocal line is written in a single treble staff. The lyrics are written below the vocal staff. The first system ends with a double bar line, and the second system ends with a double bar line.

(28) THE SWALLOWS.

1. The happy summer-time has gone,
The swallows all now fly away,
To find a home in countries warm,
Thro' winter months to stay.
2. Off to the sunny south they fly,
Where all the days are bright and long,
Thus go the flashing wings of birds
To lands of light and song.

Let children if possible study the long sweeping flight of the swallow and its rapid darts.

(29) FALLING LEAVES.

Brightly.

1. This is the way the leaves come down, leaves come down, leaves come down,

This is the way the leaves come down From the trees in au - tumn.

The musical score is written for piano in G major (one sharp) and 6/8 time. It consists of two systems of music. The first system begins with the tempo marking 'Brightly.' and the first vocal line. The piano accompaniment features a rhythmic pattern of eighth and sixteenth notes in the right hand and chords in the left hand. The second system continues the vocal line and piano accompaniment, ending with a double bar line. The lyrics are written below the vocal line in each system.

(29) FALLING LEAVES.

1. This is the way the leaves come down,
Leaves come down, leaves come down,
This is the way the leaves come down
From the trees in Autumn.
2. This is the way we sweep them up,
Sweep them up, sweep them up,
This is the way we sweep them up
From the ground in Autumn.
3. This is the way we cut the corn,
Cut the corn, cut the corn,
This is the way we cut the corn
In the fields in Autumn.
4. This is the way the swallows fly,
Swallows fly, swallows fly,
This is the way the swallows fly
From our land in Autumn.

Children should be taken to see leaves blowing from trees, and to notice whirling dance. When they return, they will readily "dance like trees."

In town schools, the teacher will have to show by picture and action the operations of fruit-gathering and corn-cutting. Observe difference in flight of swallow and sparrow—note cause and reason for this.

(30) SLUMBER KING.

Softly.

1. Slum - ber King is call - ing, Trees are al - most bare,

Wind goes whis - tling through them, Leaves are ev - 'ry - where.

The musical score is written for piano in G major (one sharp) and 6/8 time. It consists of two systems. The first system has a treble and bass staff joined by a brace. The melody is in the treble staff, and the accompaniment is in the bass staff. The second system follows the same format. The lyrics are written below the treble staff. The piece ends with a double bar line.

(30) SLUMBER KING.

1. Slumber King is calling,
Trees are almost bare,
Wind goes whistling through them,
Leaves are ev'rywhere.
2. Flowers sweet are resting,
In earth's care they lie;
Days get cold and shorter,
Swallows say "Good-bye."

Children represent the falling leaves ; some boys may be chosen to trip lightly among the children as " the whistling wind " ; during second verse also, when the other children are representing sleeping flowers.

(31) THE RABBITS.

1. We love our lit - tle rab - bits, Both the tame and wild ; They
are such hap - py crea - tures, But ve - ry shy and mild.

The musical score is written for piano in 4/4 time with a key signature of one sharp (F#). It consists of two systems of music. The first system has a vocal line and a piano accompaniment. The vocal line begins with a treble clef and a key signature of one sharp, followed by the lyrics '1. We love our lit - tle rab - bits, Both the tame and wild ; They'. The piano accompaniment begins with a bass clef and a key signature of one sharp, followed by the lyrics 'are such hap - py crea - tures, But ve - ry shy and mild.'. The second system continues the piano accompaniment, ending with a double bar line.

(31) THE RABBITS.

1. We love our little rabbits, both the tame and wild ;
They are such happy creatures, but very shy and mild.
2. A wooden hutch we've made them, and hay for beds now strew,
To eat, they shall have carrots, oats, bran, and cabbage too.
3. Wild rabbits have sharp claws and make burrows in the ground ;
They live quite close together ; in farmers' fields they're found.
4. They eat the wheat and barley and carrot-tops so green ;
They stand upon their hind legs to watch if they are seen.
5. Then bang ! and bang ! just listen ! Loud goes the farmer's gun !
So they must leave their supper, and fast away they run.

Children love to play at being animals, and two or three may be shut in a hutch made of children, or of chairs. They must first notice a live rabbit, so that they may truly represent its characteristic movements of nose, its nibbling, washing, etc.

Some children may also represent fields of corn, cabbage, etc. ; the farmer with his dog and gun ; rabbits making burrows, etc., etc.

PART V

Winter—The Sleeping Time

Love came down at Christmas,
Love all lovely, love divine ;
Love was born at Christmas,
Star and Angels gave the sign.

CHRISTINA ROSSETTI.

(32) THE SLEEPING TIME.

1. The win - ter is the sleep - ing - time, When
days are short and cold winds blow : The trees are bare ; we
wrap up warm— It is the time of frost and snow.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#) and the time signature is 4/4. The lyrics are written below the vocal line. The first system ends with a comma, the second with a colon, and the third with a period. The piano accompaniment features chords and moving lines in the left hand.

(32) THE SLEEPING TIME.

1. The winter is the sleeping time,
 When days are short and cold winds blow :
The trees are bare ; we wrap up warm—
 It is the time of frost and snow.

2. The squirrel, frog, and hedgehog, too,
 Are sleeping till the brighter days ;
And flowers nestle in the earth
 Until they feel the sun's warm rays.

This game should follow stories and picture talks about animals, so that children can realize where and how they go to sleep for winter ; thus they will, by their acting, represent the knowledge they have gained.

(33) WINTER FROLIC.

1. The win - ter is here and we shall have fun, So

hap-py and jol-ly are we! The cold we don't mind, for quite

fast we can run, We skip and we jump with great glee.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#), and the time signature is 6/8. The lyrics are: "1. The win - ter is here and we shall have fun, So hap-py and jol-ly are we! The cold we don't mind, for quite fast we can run, We skip and we jump with great glee." The piano accompaniment features a steady eighth-note pattern in the right hand and a more active bass line in the left hand.

(33) WINTER FROLIC.

1. The winter is here and we shall have fun,
 So happy and jolly are we !
The cold we don't mind, for quite fast we can run,
 We skip and we jump with great glee.
2. We'll take out our brushes to sweep away snow
 From door-step and garden-paths long,
And bread-crumbs for food to the birds we will throw
 And they'll thank us with twitter and song.
3. We'll make a snow-man of our very own size,
 A carrot we'll put for his nose,
Two pieces of coal will do for his eyes,
 And we'll make his lips red as a rose.

After each verse the tune should be played for children to do the actions suggested by the words. The children should be allowed as much freedom as is possible without disturbing the rest of the school. This is important in bad weather for those whose homes are too small to allow much free exercise.

This game, too, provides good physical exercise and enjoyment.

(34) JACK WEATHERCOCK.

1. See..... Jack Wea - ther - cock turn - - ing round,

Show-ing which way the wind doth blow ; Turn - ing, turn - ing

round and round, To North, South, East, and West, just so !

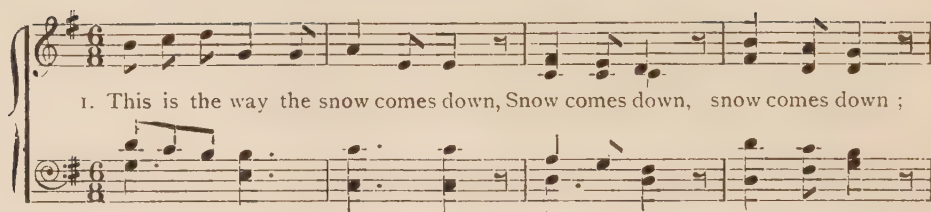
The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#), and the time signature is 6/8. The lyrics are written below the vocal line. The first system ends with a comma, the second with a semicolon, and the third with an exclamation mark. The piano accompaniment consists of chords and moving lines in the bass.

(34) JACK WEATHERCOCK.

1. See Jack Weathercock turning round,
 Showing which way the wind doth blow ;
Turning, turning round and round,
 To North, South, East, and West, just so !
2. When pointing to South, warm days come again,
 Or looking to North, then cold winds bring snow,
Turning to West, soft winds bring rain,
 Or pointing to East, sharp cold winds blow.

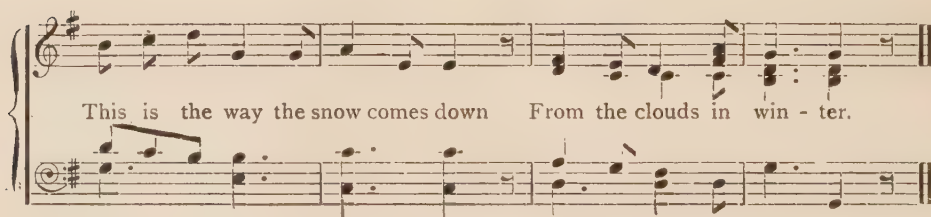
Every school should have points of compass marked by nails on floor, and also a large mariner's compass. Children may make weathercocks and turn (music pausing to allow it) before they sing each line of verse. Or the children might form themselves into groups of four or eight, holding right hands crossed in the middle, with a small child in the centre of each group.

(35) FALLING SNOW.



1. This is the way the snow comes down, Snow comes down, snow comes down ;

The first system of musical notation for the song 'FALLING SNOW'. It consists of a grand staff with a treble and bass clef, a key signature of one sharp (F#), and a time signature of 6/8. The melody is written in the treble clef, and the accompaniment is in the bass clef. The lyrics '1. This is the way the snow comes down, Snow comes down, snow comes down ;' are written below the staff.



This is the way the snow comes down From the clouds in win - ter.

The second system of musical notation for the song 'FALLING SNOW'. It continues the melody and accompaniment from the first system. The lyrics 'This is the way the snow comes down From the clouds in win - ter.' are written below the staff.

(35) FALLING SNOW.

1. This is the way the snow comes down,
 Snow comes down, snow comes down ;
This is the way the snow comes down
 From the clouds in winter.
2. This is the way we sweep it up,
 Sweep it up, sweep it up ;
This is the way we sweep it up
 From the ground in Winter.
3. This is the way we make snow-balls,
 Make snow-balls, make snow-balls ;
This is the way we make snow-balls
 With the snow in Winter.
4. This is the way the children slide,
 Children slide, children slide ;
This is the way the children slide
 On the ice in Winter.

This game affords good physical exercise. There should be an introductory chat on "Snow" and "Ice," and children allowed freedom in playing the game as the words suggest the actions.

Used writing paper, crumpled into balls, do nicely for the "snow-balls"—children make their own.

(36) A SONG FOR A DULL DAY.

1. When the day is dull and drear, And the dark rain-clouds seem near,

Bright and hap - py we must be— Soon the sun - shine we shall see.

The musical score is written for piano and voice. It consists of two systems. The first system has a vocal line and a piano accompaniment. The vocal line begins with a treble clef, a key signature of two flats (B-flat and E-flat), and a 4/4 time signature. The piano accompaniment begins with a bass clef, the same key signature, and time signature. The second system continues the vocal line and piano accompaniment. The vocal line ends with a double bar line. The piano accompaniment ends with a double bar line.

(36) A SONG FOR A DULL DAY.

1. When the day is dull and drear,
And the dark rain-clouds seem near,
Bright and happy we must be—
Soon the sunshine we shall see.
2. If we had no rain, you know,
Trees and flowers could not grow.
Sunshine seems more bright to you
After rainy weather, too!

Preparatory talk.—Children might sing this song when first assembled in school on a rainy day.

(37) CHRISTMAS CAROL.

1. Bells are ring-ing, Glad news bringing Of the hap-py Christmas-time :

Peace, good-will, Peace, good-will ! List-en to their mer-ry chime.

The musical score is written for piano and voice. It consists of two systems. The first system has a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The second system also has a vocal line on a treble clef staff and a piano accompaniment on a grand staff. The key signature is one sharp (F#) and the time signature is 4/4. The lyrics are written below the vocal line.

(37) CHRISTMAS CAROL.

1. Bells are ringing,
Glad news bringing
Of the happy Christmas-time :
Peace, goodwill,
Peace, goodwill !
Listen to their merry chime.
2. Children dear,
Do you hear
What the bells of Christmas say ?
Christ the Child,
Meek and mild,
Came on earth for us to-day.
3. Bells are ringing,
Angels singing,
Glory be to God on High.
Hymns of praise
Let us raise
Unto Christ our Saviour nigh.

This may well be made of more living interest to little children by a few simple actions ; e.g., church steeples may be made by arms stretched over heads, fingers touching stiffly, and two or three sweet-toned little bells, which may often be found at marine stores, rung softly by picked children.

(38) ROBIN, THE BIRD OF HOPE.

1. Ro-bin Redbreast, sing-ing gai-ly, In cold months we hear you dai-ly.

The musical score is written for a piano accompaniment. It features a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The key signature is one flat (B-flat) and the time signature is 4/4. The melody is primarily in the treble staff, with the bass staff providing harmonic support. The piece concludes with a double bar line.

(38) ROBIN, THE BIRD OF HOPE.

1. Robin Redbreast, singing gaily,
In cold months we hear you daily.
2. In the Holly tree you're singing,
Messages of comfort bringing.
3. When the days are cold and cheerless,
Robin, you are always fearless.
4. Sing, oh sing, and crumbs we'll throw you
'Neath the branches just below you.

The Robin is a great favourite with children. Preparatory talk.

Encourage children to throw crumbs for the birds in Winter—elicit why. In some places half shells of cocoanuts are hung out of doors and each day food is put in them for the birds.

PART VI

Children's Own Games, etc.

I have heard it said that flowers only flourish rightly in the garden of some one who loves them. I know you would like that to be true.

JOHN RUSKIN.

(39) SKIPPING.

1. Now skip-ping light-ly—one,two,three ; Such hap-py lit - tle children we ! Our

ropes go round and round and round, As we jump high from off the ground.

(39) SKIPPING.

1. Now skipping lightly—one, two, three ;
Such happy little children we !
Our ropes go round and round and round,
As we jump high from off the ground.
2. We skip and hop, and skip and hop,
And then turn fast and do not stop ;
We love our skipping ropes to turn,
And many little tricks we learn.

Shuttlecocks and battledores.

3. Our shuttlecocks we send so high,
Our battledores just make them fly.
See, down they flutter ; up they go ;
Right down, and up again—just so.

Balls.

4. Our balls we bounce with great delight,
And throw them up with all our might ;
We toss them to each other, so,
Now up and down, now to and fro.

Whipping tops and flying kites.

5. We whip our tops about with glee,
They spin and whirl, then “sleep,” you see ;
Our kites we take and fly so high,
They look like birds up in the sky.

This game children much enjoy and play with great zest.

For the shuttlecocks and battledores the children may use their writing boards and old writing papers crumpled into balls, as they may also do for the last two lines of the verse about Balls.

The children should be allowed freedom to perform actions suggested by the words, with the teacher's guidance. This game provides good physical exercises.

(40) DOLLY'S WASHING DAY.

1. On wash - ing days we work so hard, To
make our soil'd clothes fresh and clean : Hot wa - ter, soap, large
pans and tubs Are rea - dy now, as may be seen.

The musical score is written for piano and voice. It consists of three systems of music. Each system has a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#), and the time signature is 6/8. The lyrics are written below the vocal line. The first system ends with a comma, the second with a colon, and the third with a period. The piano accompaniment consists of chords and single notes, providing a simple harmonic background for the vocal melody.

(40) DOLLY'S WASHING DAY.

1. On washing days we work so hard,
 To make our soil'd clothes fresh and clean :
Hot water, soap, large pans and tubs
 Are ready now, as may be seen.
2. We rub the clothes with right good will,
 We rub and rub in this way,
Till all the dirt is well washed out,
 We rub and rub in this way.
3. We stretch a line from pole to pole,
 We stretch it out in this way,
We tie the ends quite firm, you see,
 The line is stretched in this way.
4. We hang out all the clothes we've washed,
 We hang them out in this way,
And peg them firmly on the line,
 We peg them on in this way.
5. The wind now blows the clothes quite dry,
 It blows and blows them this way,
Now backwards, forwards, up and down,
 It blows them well in this way.

This may be used as a song or game. It provides healthy exercise, and indirectly cultivates habits of usefulness and cleanliness in the home.

The actions are the natural ones needed by the words. Verse 2 provides good exercise for arms, wrists and hands.

Verses 3 and 4 afford good exercise for the arms, stretching them upwards on raised heels.

Verse 5 provides a good breathing exercise.

(41) LITTLE CARPENTERS.

Brightly.

1. Hap-py car-pen-ters are we, Pla-ning rough wood smooth, you see ;

Cur-ly shav-ings thin and white Make the fire burn so bright.

The musical score is written for piano and voice. It consists of two systems, each with a vocal line (treble clef) and a piano accompaniment (bass clef). The key signature is one sharp (F#) and the time signature is 4/4. The first system contains the first line of the song, and the second system contains the second line. The lyrics are written below the vocal line.

(41) LITTLE CARPENTERS.

1. Happy carpenters are we,
Planing rough wood smooth, you see ;
Curly shavings thin and white
Make the fire burn so bright.
2. Hammers now we use with ease,
Driving nails in if you please ;
Gimlets make the holes for screws ;
Chisels sharp we also use.
3. Care we take of every tool,
"Keep all safe" must be the rule ;
Come now, let us run and play,
We have had a busy day.

This game should be preceded by an introductory chat about wood and its uses ; where obtained, etc., etc. Actions suggested by the words.

THE TEACHER'S CASQUET

(42) "STONE-BREAKER JACK."

Brightly.

1. (a) Old Stonebreaker Jack is a bu - sy old man, He works ve - ry hard all the

day :..... He sits in the lane with his pick - axe and stones, You

see him still work - ing a - way..... (b) With a crack and a crack, and a

smash, smash, smash, smash! The stones, see how quick - ly they fly! (c) He

laughs ha, ha, ha! and he laughs he, he, he! Much bet - ter for him than to sigh.

A little quicker.

The musical score is written for piano and voice. It consists of five systems of music. Each system has a vocal line on a treble clef staff and a piano accompaniment on a grand staff (treble and bass clefs). The key signature is one sharp (F#), and the time signature is 6/8. The tempo/mood is indicated as 'Brightly.' at the beginning and 'A little quicker.' towards the end. The lyrics are written below the vocal line, with some words in parentheses indicating different parts of the song. The piano accompaniment features a steady eighth-note pattern in the right hand and a more complex, syncopated pattern in the left hand.

(42) "STONE-BREAKER JACK."

This game or song affords good physical exercise—arm movement.

(a) According to discretion of teacher, children may sit on the floor in imitation of stone-breaker.

(b) To afford stronger movement of arms, children stand and raise and lower arms vigorously (imaginary pick-axes).

(c) Hands on hips—bend to left and to right alternately, as in laughing.

(43) A ROYAL PROCESSION.

1. We must make a grace-ful bow When the King and Queen we see :

Bo - dy for - ward, boys' hats off, Left foot back, with bend - ed knee.

The musical score is written for piano and voice. It consists of two systems. The first system has a vocal line in treble clef and a piano accompaniment in bass clef. The key signature has one sharp (F#) and the time signature is 6/8. The second system continues the melody and accompaniment. The lyrics are written below the vocal line.

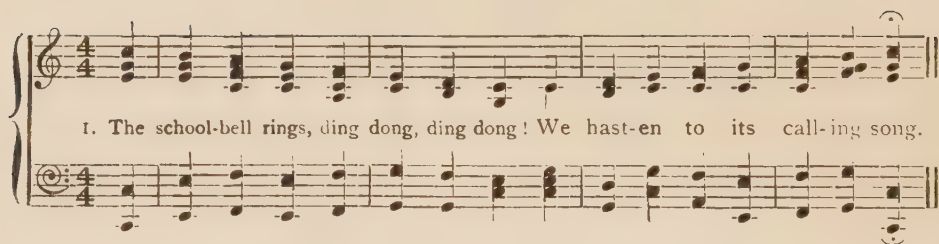
(43) A ROYAL PROCESSION.

1. We must make a graceful bow
 When the King and Queen we see :
 Body forward, boys' hats off,
 Left foot back, with bended knee.

2. Curtsey low, or hat raised high,—
 We must show our homage true
 To the King who passes by,—
 Curtsey, bow, as now we do.

This forms a good exercise in body movement, and affords an opportunity for a little talk on manners, loyalty, etc.

(44) SCALES.



1. The school-bell rings, ding dong, ding dong! We hast-en to its call-ing song.

The musical score is written for piano in 4/4 time. It consists of two staves. The upper staff is in treble clef and contains a melody of eighth and sixteenth notes, with a final measure featuring a fermata. The lower staff is in bass clef and provides a harmonic accompaniment using chords and single notes. The lyrics are written below the upper staff, aligned with the melody.

(44) SCALES.

The following rhymes, each to be sung in the five consecutive keys, in due course, form good practice in voice-training for the little ones. It is well to start on the top note and sing down the scale and then up.

1. *Day-time :*

The school bell rings, ding dong, ding dong !
We hasten to its calling song.

2. *Spring :*

The Cuckoo tells us "Spring is here."
Good-bye, cold winds and Winter drear.

3. *Summer :*

Birds sweetly sing, tra la, tra la,
Tra la la la, tra la la la.

4. *Autumn :*

The leaves are falling from the trees,
Just see them flutter in the breeze.

5. A happy Christmas and good cheer
We wish to all, both far and near.

PART VII

Nature Songs

How pleasant, as the sun declines, to view
The spacious landscape change in form and hue!

WORDSWORTH ("Evening Walk").

(45) PAN'S PIPES.

When all the world has gone to bed
And flowers hang a tired head,
And out upon the midnight plain
The cattle turn and sleep again,
And miles away up in the sky
The silver moon goes sailing by—
Then some one whom I cannot see
Comes from the dark and plays to me.

Oh, hush and hear,

And hear and hush !

Pan's pipes !

And every time he plays to me
I see boats sailing on the sea,
And meadows full of flowers sweet
Where children play with happy feet ;
And babies who are in the sky
Downward look, as he goes by,
And sing a little crooning song
And smile up there the stars among.

Oh, hush and hear,

And hear and hush !

Pan's pipes !

Now when I tell the grown-up folk,
They only laugh and make a joke,
And say I should not listen so,
And say that Pan died long ago.
But if they'd wake up now and hark
To all that passes in the dark,
From out the stars across the plain
They'd hear the old Pan come again.

Oh, hush and hear,

And hear and hush !

Pan's pipes !

THE TEACHER'S CASQUET

109

(45) PAN'S PIPES.

Key Bb. *Moderato assai, con mistero.*

1st Sop.
2nd Sop.
Alto.
Piano.

i. When
i. When

{ s₁ : d | d : d | d : t₁ | l₁ : s₁ | t₁ : f | f : f | f : m | r : d

all the world has gone to bed And flow - ers hang a tir - ed head, And

{ m₁ : m₁ | m₁ : m₁ | f₁ : f₁ | f₁ : f₁ | s₁ : l₁ | t₁ : l₁ | s₁ : s₁ | s₁ : s₁

all the world has gone to bed And flow - ers hang a tir - ed head, And

{ d₁ : d₁ | d₁ : d₁ | r₁ : r₁ | r₁ : r₁ | s₁ : s₁ | s₁ : s₁ | d₁ : d₁ | f₁ : m₁

THE TEACHER'S CASQUET

out up - on the mid - night plain The cat - tle turn and sleep a - gain, And
 out up - on the mid - night plain The cat - tle turn and sleep a - gain, And
 miles a - way up in the sky The sil - ver moon goes sail - ing by—Then
 miles a - way up in the sky The sil - ver moon goes sail - ing by—Then

mf
p
p

The musical score is written for a four-part vocal ensemble (Soprano, Alto, Tenor, Bass) and piano accompaniment. It is in the key of B-flat major (two flats) and 4/4 time. The score consists of two systems of music. The first system contains the first two stanzas of the song, and the second system contains the next two stanzas. Each stanza is followed by a piano accompaniment line. The lyrics are: 'out up - on the mid - night plain The cat - tle turn and sleep a - gain, And' for the first two stanzas, and 'miles a - way up in the sky The sil - ver moon goes sail - ing by—Then' for the last two stanzas. The piano accompaniment features a steady bass line and chords in the right hand. Dynamic markings include *mf* (mezzo-forte) and *p* (piano).

THE TEACHER'S CASQUET

III

rall.

some one whom I can - not see Comes from the dark and plays to me.

some one whom I can - not see Comes from the dark and plays to me.

rall.

pp *rall* - - en - - tan - - do. *ppp*

Oh, hush and hear! And hear and hush! Pan's pipes!

Oh, hush and hear! And hear and hush! Pan's pipes!

pp *rall* - - en - - tan - - do. *ppp*

Ped. * *Ped.* *

THE TEACHER'S CASQUET

(46) THE SKY-MAN.

(Reprinted from "The Children's Magazine," by kind permission.)

There's a man in the sky
With a yellow eye,
And he stares and stares and *stares* !
There's not a thing he cannot see,
He never blinks like you and me,
And he never says his prayers.
He knows my bed,
Though I hide my head,
And he stares and stares and *stares* !
And if in dressing I'm not quick,
Or lose my socks, or my buttons stick,
He stands quite still and *glares*.

And every day
When we come to play,
He stares and stares and *stares* !
But, do you know, I once could see,
For I peeped at him behind a tree,
He was winking unawares !
And if you're ill
And have a chill,
He stares and stares and *stares* !
But he's the very wisest nurse
And soon will stop you getting worse
If you try his simple wares.

And this I know :
When the flowers grow,
And he stares and stares and *stares* !
They love him dear, though far away,
And fondly look at him all day,
And nod with pretty airs.
Now when I'm old
And wise and bold,
And he stares and stares and *stares* !
I shall ask him, quite politely, why
He daily walks across the sky,
And down those great red stairs.

THE TEACHER'S CASQUET

113

(46) THE SKY-MAN.

Key G. *Allegretto.*

1st Sop. *f* :s.f

2nd Sop. :t₁.t₁

ALTO. :s₁.s₁

PIANO. *mf* *f*

Ped. *

rall.

man in the sky With a yel - low eye, And he stares and stares and *stares!*

rall.

man in the sky With a yel - low eye, And he stares and stares and *stares!*

rall.

THE TEACHER'S CASQUET

tempo. mf

There's not a thing he can - not see, He nev - er blinks like

There's not a thing he can - not see, He nev - er blinks like

tempo. mf

The musical score consists of four systems. The first system has a vocal line and a piano accompaniment. The vocal line is in G major and 2/4 time, with lyrics 'There's not a thing he can - not see, He nev - er blinks like'. The piano accompaniment is in G major and 2/4 time, with a melody in the right hand and a bass line in the left hand. The second system is similar to the first. The third system is also similar. The fourth system is a piano solo, with the vocal line resting. The tempo is marked 'tempo. mf'.

p rall.

you and me, And he nev - er says his prayers.

you and me, And he nev - er says his prayers.

p rall.

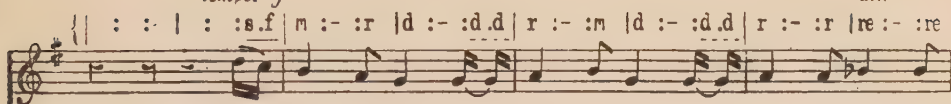
The musical score continues with four systems. The first system has a vocal line and a piano accompaniment. The vocal line is in G major and 2/4 time, with lyrics 'you and me, And he nev - er says his prayers.' The piano accompaniment is in G major and 2/4 time, with a melody in the right hand and a bass line in the left hand. The second system is similar to the first. The third system is also similar. The fourth system is a piano solo, with the vocal line resting. The tempo is marked 'p rall.'.

THE TEACHER'S CASQUET

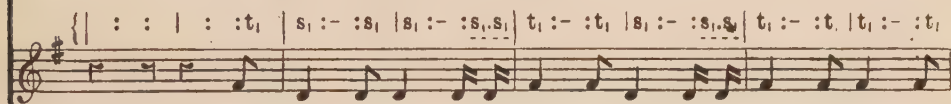
115

tempo. f

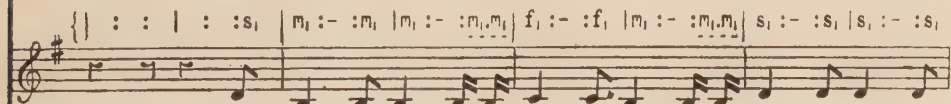
rall.



He knows my bed, Tho' I hide my head, And he stares and stares and



He knows my bed, Tho' I hide my head, And he stares and stares and

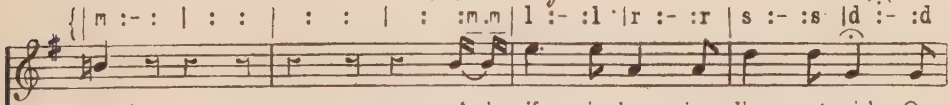


tempo. f

rall.

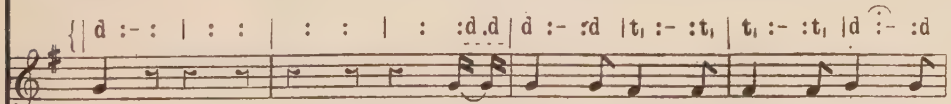


accelerando. f



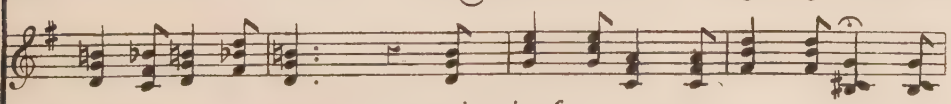
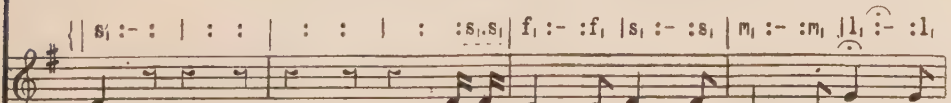
stares!

And if in dress - ing I'm not quick, Or



stares!

And if in dress - ing I'm not quick, Or



accelerando. f



THE TEACHER'S CASQUET

rall. f

{ | f:-:f | t:-:t₁.t₁ | m:-:m | r:-: | : : | : : l₁.l₁ | s:-:f | m:-:r | d:-:l:-: | }

lose my socks, or my but-tons stick, He stands quite still and glares.

{ | t₁:-:t₁ | t₁:-:t₁.t₁ | d:-:d | l₁:-: | : : | : : l₁.l₁ | t₁:-:t₁ | t₁:-:t₁ | s₁:-:l:-: | }

lose my socks, or my but-tons stick, He stands quite still and glares.

{ | l₁:-:l₁ | se₁:-:se₁.se₁ | l₁:-:l₁ | f₁:-: | : : | : : f₁.f₁ | s₁:-:s₁ | s₁:-:s₁ | m₁:-:l:-: | }

rall. f

Ped. * *Ped.* * *Ped.* *

(47) SEE-SAW.

The rooks are in the tree-tops building,
 Windy tree-tops up so high ;
All day long I see them swaying,
All day long I hear them playing :
 See-Saw,
 Caw-Caw,
I wish I had a see-saw in the windy sky.

The rooks are in the tree-tops building,
 Windy tree-tops up so high ;
Down on them the March gale lashes,
Down on them the March rain splashes :
 See-Saw,
 Caw-Caw,
I wish I had a see-saw in the windy sky.

The rooks are in the tree-tops sleeping,
 Quiet tree-tops up so high ;
But with the sun's first rays a-gliding,
Down they haste them to their building :
 See-Saw,
 Caw-Caw,
I wish I had a see-saw in the windy sky.

THE TEACHER'S CASQUET

(47) SEE-SAW.

Key G. *Moderato*.

1st SOP.

2nd SOP.

ALTO.

PIANO.

mf *rall en*

mf

1. The rooks are in the tree-tops build ing, Wind y

1. The rooks are in the tree tops build ing, Wind y

tan - do. *Tempo. mf*

THE TEACHER'S CASQUET

119

{ s : - : m | m : - : ma | r : - : m | m : - : r | m : - : r | l_i : - : t_i | l_i : - : s_i

tree - tops up so high;..... All day long I see them sway - ing,

{ m : - : d | d : - : d | t_i : - : t_i | t_i : - : t_i | t_i : - : t_i | l_i : - : t_i | l_i : - : s_i

tree - tops up so high;..... All day long I see them sway - ing,

{ d : - : d | l_i : - : l_i | s_i : - : s_i | s_i : - : s_i | s_i : - : s_i | f_i : - : f_i | m_i : - : m_i

cres - - - - *cen* - - - - *do.*

{ f : - : m | f : - : m | r : - : r | r : - : s | : : | : : | : : }

All day long I hear them play - ing:

{ de : - : de | de : - : de | d : - : d | d : - : t_i | : : | : : | : : }

All day long I hear them play - ing:

{ l_i : - : l_i | l_i : - : l_i | fe_i : - : fe_i | s_i : - : s_i | : : | : : | : : }

cres - - - - *cen* - - - - *do.* *p*

THE TEACHER'S CASQUET

mf *p*

See - saw! See - saw! Caw - caw!

See - saw! See - saw! Caw - - -

mf *p*

Ped. * *Ped.* *

mf *rall* *en* *tan* *do.*

I wish I had a see saw in the wind - y sky.

caw! I wish I had a see - saw in the wind - y sky.

mf *rall* *en* *tan* *do.*

Ped. *

(48) THE COMING OF THE DAISIES.

The earth looked upward to the sky and said,
 " Come down, come down,
 And rest upon my uplands brown."
 The sky down stepped,
 The winds they leapt
 Down to the mountain crags so high :
 And so to earth rushed down the sky.

The earth looked upward to the sun and said,
 " Come down, come down,
 And rest upon my uplands brown."
 The sunlight fell
 On brake and dell,
 The flowers and blossoms smiled each one :
 And so to earth came down the sun.

The earth looked upward to the rain and said,
 " Come down, come down,
 And rest upon my uplands brown."
 The rain down beat
 In shining sheet,
 And thirsty streamlets drank again :
 And so to earth came down the rain.

The earth looked upward to the stars and said,
 " Come down, come down,
 And rest upon my uplands brown."
 They came in shower
 With magic power ;
 And daisies lie in silver bars,
 Where once to earth came down the stars.

THE TEACHER'S CASQUET

(48) THE COMING OF THE DAISIES.

Key C. *Moderato.* *mf*

1st Sop. i. The

2nd Sop. i. The

ALTO. i. The

PIANO. *rall.* *mf*

Ped. *

earth looked up - ward to the sky and said, "Come down, come down, And rest up -

earth looked up - ward to the sky and said, "Come down, come down, And rest up -

Tempo.

*

THE TEACHER'S CASQUET

123

rall . . en . . tan . . do. *f* *tempo.* *cres*

{ | t :- : l | f :- : m | r :- : | : : re | m :- : s | t :- : l | s :- : ta | r' :- : d' |

- on my up - lands brown." The sky down-stepped, The winds they leapt

{ | f :- : f | f :- : d | r :- : | : : | : : | : : f | m :- : m | l :- : l |

- on my up - lands brown." The sky down-stepped, The winds they leapt

{ | r :- : r | r :- : d | t :- : | : : t | d :- : d | r :- : r | d :- : d | f :- : f |

rall . . en . . tan . . do. *f* *tempo.* *cres*

cen *do.*

{ | f :- : s | s :- : f | m :- : f | s :- : s | d' :- : l | s :- : s | m :- : m | d :- : - |

Down to the moun-tain crags so high: And so to earth rushed down the sky.....

{ | r :- : r | r :- : r | r :- : r | m :- : m | l :- : l | s :- : s | m :- : m | d :- : - |

Down to the moun-tain crags so high: And so to earth rushed down the sky.....

{ | ta :- : ta, ta, | t :- : t | t :- : t | d :- : d | d :- : f | m :- : m | t :- : t | d :- : - |

cen *do.*

Ped. *Sua* *

THE TEACHER'S CASQUET

(49) WILD WIND-HORSES.

Wild wind*-horses are out in the sky,
 Do you hear their gathering feet ?
 Round in the air they snorting go,
 Down to the west the clouds they blow
 Where sun and ocean meet.
 I'm glad that I
 Don't live in the sky,
 When wild wind-horses go galloping by !

Wild wind-horses are down in the street,
 Driving all the folk in rout.
 I hear their sweeping, lashing manes
 Tearing across the window-panes
 As madly they ride about.
 I'm glad I'm in bed
 With Nurse at my head,
 When wild wind-horses are down in the street !

Wild wind-horses are shaking the wood,
 Roaring with them rides the rain.
 The nested tree-tops bend and beat
 'Neath wind and rain like waving wheat,
 Clashing with might and main.
 How frightened must be
 A crow in a tree,
 When wild wind-horses are shaking the wood !

Wild wind-horses the livelong night
 Gallop through my happy dreams.
 I catch their manes as they're tearing by,
 And ride with them shouting o'er the sky,
 Under the moon's pale gleams.
 But when I'm awake,
 I shiver and quake,
 When wild wind-horses are out in the night !

* The *i* in *wind* throughout this poem retains the usual short sound.

(49) WILD WIND-HORSES.

Key D. *Allegro.*

1st Sop.

2nd Sop.

ALTO.

PIANO.

f

r. Wild wind - hor - ses are out in the sky,

r. Wild wind - hor - ses are out in the sky,

f *tempo.*

rall.

THE TEACHER'S CASQUET

{ | s :- :t | r' :- :d' | fe :s :l | s :- :s | ta :ta :ta | s :s :s

Do you hear their gath-er-ing feet?..... Round in the air they

{ | m :- :m | f :- :m | r :r :r | r :- :r | m :m :m | m :m :m

Do you hear their gath-er-ing feet?..... Round in the air they

{ | t, :- :t, | d :- :d | d :d :d | t, :- :t, | d :d :d | d :d :d

{ | ta :- :ta | l :- :l | s :l :t | d' :- :s | m :- :s | s :- :r

snort-ing go,..... Down to the west the clouds they blow

{ | m :- :m | f :- :f | m :m :m | m :- :m | m :- :f | f :- :r

snort-ing go,..... Down to the west the clouds they blow

{ | d :- :d | r :- :r | m :d :d | d :- :d | t, :- :t, | t, :- :-

THE TEACHER'S CASQUET

127

Where sun and ocean meet. I'm glad that I don't

Where sun and ocean meet. I'm glad that I don't

live in the sky, When wild wind-hor-ses go gal-lap-ing by!

live in the sky, When wild wind-hor-ses go gal-lap-ing by!

cen *do.* *ff*

Ped. * *Ped.* * *Ped.* *

(50) THUNDER SONG.

Lions are broken loose in the sky !
Raise the hue and cry !
Do the keepers know, I wonder,
Who has made the awful blunder ?
To and fro,
Growling low,
They rush and shake their manes,
And shake our window panes.
There they go !
(I suppose you'd call it thunder ?)

Twittering birds have ceased their song
In the trees among,
Darker grows the day and frightening
Everywhere, and the clouds are widening,
Cattle stand,
A silent band,
Now with some blinding flashes
Come out the keeper's lashes.
There they go !
(I suppose you'd call it lightning ?)

THE TEACHER'S CASQUET

129

(50) THUNDER SONG.

Key Eb. *Allegro, con fuoco.*

1st SOP.

2nd SOP.

ALTO.

PIANO.

f

The image shows a page from a musical score for the hymn "The Lion and the Lamb." It features four staves. The top two staves are vocal parts, and the bottom two are piano accompaniment. The music is in G major (one sharp) and 4/4 time. The lyrics are: "1. Lions are bro - ken loose in the sky! Raise the hue and". The score includes dynamic markings such as *f* (forte) and *Ped.* (pedal). There is a repeat sign at the end of the first vocal line. The piano part has a bass line with a pedal point and chords.

THE TEACHER'S CASQUET

mf *rall*

{ | m :— | : | l :l | d' :d' | t :l | l :s | f :f

cry!..... Do the keep - ers know, I won - der, Who has

{ | m :— | : | d :d | re :re | re :re | m :m | d :d

cry!..... Do the keep - ers know, I won - der, Who has

{ | m :— | : | l₁ :l₁ | l₁ :l₁ | t₁ :t₁ | t₁ :t₁ | l₁ :l₁

mf *rall*

en tan do. *f tempo.*

{ | m :m m | m :m | m :— | l :— | l :d' | l :— . l | m . r :d . r

made the aw - ful blun - der? To and fro, Growl - ing

{ | d :d . d | t₁ :t₁ | d :— | d :— | d :m | d :— . d | d . t₁ :d . t₁

made the aw - ful blun - der? To and fro, Growl - ing

{ | l₁ :l₁ . l₁ | se₁ :se₁ | l₁ :— | l₁ :— | l₁ :l₁ | l₁ :— . l₁ | l₁ :l₁

en tan do. *f tempo.*

Ped. *

THE TEACHER'S CASQUET

131

cres - - - cen - - - do. ff

low, They rush and shake their manes, And shake our win - dow panes.

cres - - - cen - - - do. ff

low, They rush and shake their manes, And shake our win - dow panes.

ac - ce - le - ran - do.

There they go! (I sup - pose you'd call it thun - der?)

ac - ce - le - ran - do.

There they go! (I sup - pose you'd call it thun - der?)

ac - ce - le - ran - do.

*Ped. **

(51) STARSHINE.

Tippety-toe in the gathering night,
Tippety-toe in the rising moon,
 Twinkling here,
 Twinkling there,
Dancing light in diamond shoon,
 The baby stars are out !
 Heigh-ho !
 The baby stars are out !

Tippety-toe on the mountain high,
Tippety-toe on the silver sea,
 Round and about,
 In fairy rout,
Across the sky as far as you see,
 The baby stars are out !
 Heigh-ho !
 The baby stars are out !

Rockaby low, for the night falls fast,
Rockaby low, for the clouds are drear :
 Safe in bed
 From storms ahead,
Up in the sky with the kind moon near
 The baby stars are sleeping.
 Heigh-ho !
 The baby stars are sleeping !

(51) STARSHINE.

Key G. *Moderato assai, con delicatezza.*

1st SOP.

2nd SOP.

ALTO.

PIANO.

p

Ped. *

p

r. Tip - 'pe - ty - toe in the

d :- r : m | m : m : m

r. Tip - pe - ty - toe in the

d :- d : d | d : d : d

rall.

p' tempo.

THE TEACHER'S CASQUET

ga - ther - ing night, Tip - pe - ty - toe in the ris - ing moon,

ga - ther - ing night, Tip - pe - ty - toe in the ris - ing moon,

ga - ther - ing night, Tip - pe - ty - toe in the ris - ing moon,

mf Twink - ling here, Twink - ling there,..... Danc - ing light in

Twink - ling here, Twink - ling there,..... Danc - ing light in

Twink - ling here, Twink - ling there,..... Danc - ing light in

mf

THE TEACHER'S CASQUET

135

rall. *p*

di - a - mond shoon : The ba - by stars are

di - a - mond shoon : The ba - by stars are

rall. *p*

pp

out! Heigh ho! The ba - by stars are out!.....

out! Heigh-ho! The ba - by stars are out!.....

pp *Ped.*

THE TEACHER'S CASQUET

DANCE.

mf a tempo.

The musical score is written for piano and consists of five systems. Each system has a grand staff with a treble and bass clef. The key signature is one sharp (F#), and the time signature is 3/4. The melody is primarily in the treble clef, featuring eighth and sixteenth notes, often beamed together. The bass clef provides harmonic support with chords and occasional single notes. The first system includes the tempo and dynamic markings *mf a tempo.* The piece concludes with a final chord in the bass clef, followed by the instruction *Ped.* and an asterisk.

(52) AT HEAVEN'S DOOR.

Key B $\flat$. *Moderato.**mf*

1st SOP.

2nd SOP.

ALTO.

PIANO.

mf

rall - en - tan - do.

tempo.

Ped.

*

{ s_i : s_i | l_i : t_i | d : t_i | l_i : s_i | s_i : t_i | t_i : r | f : m | r : -

sky - lark, in the blue sky sing - ing Sweet - est songs at Hea - ven's door,

{ m_i : m_i | m_i : m_i | m_i : m_i | m_i : m_i | s_i : s_i | s_i : s_i | s_i : t_i | t_i : -

sky - lark, in the blue sky sing - ing Sweet - est songs at Hea - ven's door,

{ d_i : d_i | d_i : d_i | d_i : d_i | d_i : d_i | f : f_i | f_i : f_i | s_i : s_i | s_i : -

Ped.

*

THE TEACHER'S CASQUET

cres - cen - - do. f

{ s₁ : l₁ | t₁ : d | m : r | f : l₁ | t₁ : d | m : r | f : m | d : —

Ev - er up - ward, up - ward wing - ing, Till thy flight we see no more,

{ m₁ : m₁ | m₁ : m₁ | l₁ : l₁ | l₁ : l₁ | s₁ : l₁ | t₁ : t₁ | t₁ : t₁ | m₁ : —

Ev - er up - ward, up - ward wing - ing, Till thy flight we see no more,

{ d₁ : d₁ | d₁ : d₁ | f₁ : f₁ | f₁ : f₁ | s₁ : s₁ | s₁ : s₁ | s₁ : s₁ | d₁ : —

cres - cen - - do. f

p

{ m : d | l₁ : t₁ | d : l₁ | m₁ : fe₁ | s₁ : s₁ | l₁ : t₁ | l₁ : s₁ | s₁ : —

Tell us, lit - tle song - ster hid - den, Whence has come thy dain - ty store?

{ d : d | l₁ : t₁ | d : l₁ | m₁ : fe₁ | f₁ : f₁ | f₁ : f₁ | m₁ : m₁ | m₁ : —

Tell us, lit - tle song - ster hid - den, Whence has come thy dain - ty store?

{ l₁ : l₁ | l₁ : se₁ | l₁ : l₁ | m₁ : r₁ | r₁ : r₁ | r₁ : r₁ | d₁ : d₁ | d₁ : —

p

THE TEACHER'S CASQUET

139

G.t.m.l. *cres* - - - *cen* - - - *do. mf*

{ *se* *t*₁ : *t*₁ | *r* : *f* | *l* : *s* | *s* : *f* | *m* : *m* | *f* : *m* | *m* : *r* | *d* : -

Wert thou by the an - gels bid - den En - ter through those por - tals high,

{ *se* *t*₁ : *t*₁ | *t*₁ : *t*₁ | *f* : *m* | *d* : *d* | *d* : *d* | *d* : *d* | *t*₁ : *t*₁ | *s*₁ : -

Wert thou by the an - gels bid - den En - ter through those por - tals high,

{ *m*₁ *s*₁ : *s*₁ | *s*₁ : *s*₁ | *t*₁ : *ta*₁ | *l*₁ : *l*₁ | *s*₁ : *s*₁ | *l*₁ : *s*₁ | *f*₁ : *f*₁ | *m*₁ : -

cres - - - *cen* - - - *do. mf*

s.d.f. Bb.

{ : | : *ta*₁ *s*₁ | *s*₁ : *s*₁ | *l*₁ : *t*₁ | *d* : *t*₁ | *l*₁ : *s*₁

And join that cho - rus in the sky.....

{ : | : *ta*₁ *s*₁ | *m*₁ : *m*₁ | *m*₁ : *m*₁ | *m*₁ : *m*₁ | *m*₁ : -

And join that cho - rus in the sky.....

{ : | : *ta*₁ *s*₁ | *d*₁ : *d*₁ | *d*₁ : *d*₁ | *d*₁ : *d*₁ | *d*₁ : -

rall - en - tan - *do. tempo.*

Ped.

*

rall - en - tan - do.

f { m : r | l : r | m : r | f : l | t : d | m : r | f : m | d : — ||

Ev - er sing - ing, ev - er sing - ing Sweet - est songs at Hea - ven's door?

{ l : l | l : l | l : l | l : l | l : s | t : t | t : t | m : — ||

Ev - er sing - ing, ev - er sing - ing Sweet - est songs at Hea - ven's door?

{ f : f | f : f | f : f | f : f | f : m | s : s | s : s | d : — ||

f *rall - en - tan - do.*

*Ped. **

(52) AT HEAVEN'S DOOR.

O skylark, in the blue sky singing
 Sweetest songs at Heaven's door,
 Ever upward, upward winging,
 Till thy flight we see no more,
 Tell us, little songster hidden,
 Whence has come thy dainty store?
 Wert thou by the angels bidden
 Enter through those portals high,
 And join that chorus in the sky,
 Ever singing, ever singing
 Sweetest songs at Heaven's door?

O white clouds, in the blue sky sailing,
 Sailing on like ships at sea,
From what hidden harbour hailing,
 Stately wanderers, come ye ?
Who has set your sails of snow-white,
 Set them to the breezes free,
Filled them with that hidden glow bright ?
 Tell us, for your passengers,
 Do you carry baby stars,
 Stately clouds for ever sailing,
 Sailing on like ships at sea ?

O rainbow fair, the high sky arching,
 With one proud foot on the plain,
What bright heavenly hosts a-marching
 Does your aery arc contain ?
Who has thrown your purple wonder
 To the earth and back again,
Then has drawn you swift asunder,
 Drawn you through those clouds ajar
 From some hidden star to star,
 Rainbow fair, the high sky arching,
 With one proud foot on the plain ?

O stars, through all the dark night keeping
 Silent watch at Heaven's door,
While our little earth is sleeping
 Till the day rolls round once more,
Keep dear watch and guard, we pray you,
 On those souls who upward soar ;
In your brightest light array you,
 Point unto those portals high,
 Where sing that chorus in the sky,
 Ever singing, ever singing
 Sweetest songs at Heaven's door.

(53) SUNSHINE AND RAIN.

Down came the voices through the sky,
The hidden wonder voices,
Down they came when Spring was nigh,
Came to earth so tenderly,
Came to earth so lovingly,
The hidden wonder voices ;
And whispered to the branches bare,
And called to green buds hiding there,
“ Awake, awake, for Spring is here ! ”

Down came the voices through the sky,
The hidden wonder voices,
Down they came when Spring was nigh,
Whispering so tenderly,
Whispering so lovingly,
The hidden wonder voices ;
And called unto the good earth brown,
To little flowers asleep deep down,
“ Awake, awake, for Spring is here ! ”

Now shall I tell you what they are,
Those hidden wonder voices,
Sliding down from cloud and star,
Whispering so tenderly,
Whispering so lovingly,
Those hidden wonder voices ?
They're sunshine falling on the rain,
And rain on sunshine down again,
To bring the joyous springtime here.

THE TEACHER'S CASQUET

143

(53) SUNSHINE AND RAIN.

Key Eb. Andante.

p

1st Sop. *1 Down*

2nd Sop. *1 Down*

ALTO. *1 Down*

PIANO. *p* *rall - en - tan - do.*

Ped. *

f :- m | f :- m | s :- f | f :- s | s :- l | t :- l | m :- s :-

came the voi - ces through the sky, The hid - den won - der voi - ces,

d :- d | d :- d | t₁ :- t₁ | t₁ :- t₁ | t₁ :- f | f :- f | m :- m :-

came the voi - ces through the sky, The hid - den won - der voi - ces,

l₁ :- s₁ | l₁ :- s₁ | s₁ :- s₁ | s₁ :- s₁ | s₁ :- s₁ | s₁ :- s₁ | d :- d :-

tempo.

Ped.

Ped.

*

*

*

*

*

THE TEACHER'S CASQUET

mf *p*

{ | s :- :s | f :- :m | t :- :l | l :- : - | d' :- :d' | t :- :l | d' :- :d' | t :- :l

Down they came when Spring was nigh, Came to earth so ten - der - ly,

{ | de :- :de | de :- :de | fe :- :fe | fe :- : - | fe :- :fe | fe :- :fe | fe :- :fe | fe :- : -

Down they came when Spring was nigh, Came to earth so ten - der - ly,

{ | l :- :l | l :- :l | r :- :r | r :- : - | r :- :r | r :- :r | r :- :r | r :- : -

mf *p*

{ | l :- :s | s :- :l | l :- :s | s :- :f | f :- :f | m :- :m | r :- : - | l r :- :re

Came to earth so lov - ing - ly, The hid - den won - der voi - ces; And

{ | f :- :f | f :- :f | f :- :f | f :- :d | d :- :d | d :- :t₁ | l₁ :- : - | t₁ :- :t₁

Came to earth so lov - ing - ly, The hid - den won - der voi - ces; And

{ | s₁ :- :s₁ | s₁ :- :s₁ | l₁ :- :ta₁ | t₁ :- :l₁ | l₁ :- :la₁ | s₁ :- :s₁ | s₁ :- : - | s₁ :- :s₁

rall. *dim.* *pp*

rall. *dim.* *pp*

THE TEACHER'S CASQUET

145

tempo.

mf

{ | m :- :m | f :- :m | s :- :f | f :- :s | s :- :s | f :- :m

whis - pered to the branch - es bare, And called to green buds

{ | d :- :d | d :- :d | t₁ :- :t₁ | t₁ :- :t₁ | de :- :de | de :- :de

whis . pered to the branch - es bare, And called to green buds

{ | s₁ :- :s₁ | l₁ :- :s₁ | s₁ :- :s₁ | s₁ :- :s₁ | l₁ :- :l₁ | l₁ :- :l₁

tempo.

mf

Ped.

*

cres.

f

rall . - en - tan - do.

{ | t :- :l | l :- :l | d' :- :d' | t :- :l | l :- :s :- : | d' :- : | - : - : |

hid - ing there, "A - wake, a - wake, for Spring is here!".....

{ | fe :- :fe | fe :- :fe | fe :- :fe | fe :- :fe | f :- :f | f :- :f | m :- : | - : - : |

hid - ing there, "A - wake, a - wake, for Spring is here!".....

{ | r :- :r | r :- :r | r :- :r | r :- :r | s₁ :- : | s₁ :- : | d :- : | - : - : |

cres.

f

rall . - en - tan - do.

Ped.

*

(54) THE MIST MAN.

Last night I saw a house up in the sky,
A little purple mist-house standing there
 Within the sunset fair,
 And in it was a mist man,
 A little purple mist man,
Very small, and very, very shy.
 And when he saw me peeping,
 From out the house went creeping
 The creeping, crawling mist man,
And dragged a purple web across the sky.

He covered all the light up in the west,
And touched the tops of sailing ships at sea ;
 Then back again came he,
 The creeping, purple mist man,
 The silent, crawling mist man,
And trailed across the garden plots to me.
 He covered birds a-nesting,
 He covered flowers resting,
 The loving, tender, mist man,
Then dragged his purple web away to rest.

And when the morning rose up in the sky,
And all the happy birds their songs began,
 Uprose the little man.
 Uprose the mist man peeping,
 Uprose the mist man creeping,
And out across the meadowlands he ran.
 And all the flowers kissed him,
 And all the tree-tops kissed him,
 As ran the little mist man
Back to his purple mist-house in the sky.

THE TEACHER'S CASQUET

147

(54) THE MIST MAN.

Key C. *Moderato.*

p

1st SOP. *r. Last*

2nd SOP. *r. Last*

ALTO. *r. Last*

PIANO. *p* *rall.* *tempo.* *Ped.* *

mf

night I saw a house up in the sky, A lit - tle pur - ple

night I saw a house up in the sky, A lit - tle pur - ple

mf

THE TEACHER'S CASQUET

{ | t :- :d' | t :- :d' | l :- :- | : :l | r' :- :l | r' :- :d' | t :- :- | s :- :ma
 mist - house stand - ing there With - in the sun - set fair,..... And
 { | se :- :se | se :- :se | l :- :- | : :l | f :- :f | f :- :f | s :- :- | :- :ma
 mist - house stand - ing there With - in the sun - set fair,..... And
 { | m :- :m | m :- :m | f :- :- | : :f | r :- :r | r :- :r | s :- :- | :- :t,
 Ped. * Ped. *

rall. *pp*

{ | m :- :m | ma :- :ma | m :- :- | s :- :s | l :- :l | m :- :l | t :- :- | s :- :s
 in it was a mist - man, A lit - tle pur - ple mist - man,
 { | m :- :m | ma :- :ma | m :- :- | m :- :m | m :- :m | m :- :m | f :- :- | f :- :f
 in it was a mist - man, A lit - tle pur - ple mist - man,
 { | d :- :d | d :- :d | d :- :- | d :- :d | d :- :d | d :- :d | r :- :- | r :- :r
 tempo.

tempo.

THE TEACHER'S CASQUET

149

cres - *cen* - - *do.* *rall.* *pp tempo.*

{ m' :- m' | d' :- d' | t :- l | r' :- s | d' :- - | : : ma | m :- m | ma :- : ma

Ve - ry small, and ve - ry, ve - ry shy. And when he saw me

{ s :- s | s :- s | f :- f | f :- f | m :- - | : : ma | m :- m | ma :- : ma

Ve - ry small, and ve - ry, ve - ry shy. And when he saw me

{ m :- m | m :- m | d :- d | t :- t | d :- - | : : ma | d :- d | d :- d

cres - *cen* - - *do.* *rall.* *pp tempo*

Ped. *

rall *en*

{ m :- - | s :- s | l :- l | m :- l | t :- - | r' :- s | m' :- m' | t :- t

peep - ing, From out the house went creep - ing The creep - ing, crawl - ing

{ m :- - | m :- m | m :- m | m :- m | f :- - | t :- s | s :- s | s :- s

peep - ing, From out the house went creep - ing The creep - ing, crawl - ing

{ d :- - | d :- d | d :- d | d :- d | r :- - | s :- s | m :- m | m :- m

rall *en*

THE TEACHER'S CASQUET

- - tan - - do. tempo. rall - - en - - tan - do.
 { | r' :- :- | l' :- :l | t :- :l | s :- :l | t :- :d' | r' :- :s | d' :- :- f :- :- ||
 mist - man, And dragged a pur - ple web a - cross the sky.
 { | l' :- :- | l' :- :l | f :- :f | f :- :f | f :- :f | f :- :f | m :- :- | - :- ||
 mist - man, And dragged a pur - ple web a - cross the sky.
 { | f :- :- | f :- :f | r :- :r | r :- :r | r :- :r | r :- :r | d :- :- | - :- ||
tan - - do. tempo. rall - - en - - tan - do.
 Ped. *

The musical score is written for voice and piano. The vocal part consists of three staves of music, each with a treble clef. The piano part consists of two staves of music, each with a bass clef. The lyrics are written below the vocal staves. Performance markings include 'tan - - do. tempo.' and 'rall - - en - - tan - do.' above the vocal staves, and 'Ped.' and '*' below the piano staves. The score is divided into two systems by a brace on the left. The first system contains the first two vocal staves and the first piano staff. The second system contains the third vocal staff and the second piano staff. The lyrics are: 'mist - man, And dragged a pur - ple web a - cross the sky.' repeated twice. The piano part provides harmonic support for the vocal melody.

(55) THE MOON AND I.

The Moon and I
Through the summer sky
Rode in a magic silver bark.
Our sails we braced,
And swift we chased
The baby clouds across in the dark.
Then down we dropped,
And never stopped
Until we reached the church's steeple :
No light was there,
No sound was there,
And in the houses slept the people.

And in and out
The streets about
(The Moon made but a glimmer mild),
Each house we found
Where babes slept sound,
And in their sleep they turned and smiled.
Then up we steered,
The tree tops cleared
(Underneath were the fairies dancing !),
Over the sea;
And back came we
To shore, and the white sea-horses prancing.

The wind it blew,
Our sails they grew,
As round the world went the Moon and I.
And then, alack,
She brought me back,
And sailed aloft to her home in the sky.
Dear Lady Moon,
Come again soon,
And take me away in your fairy bark !
When you tap at my pane
I'll creep out again,
And we'll hoist the silver sails in the dark.

THE TEACHER'S CASQUET

(55) THE MOON AND I.

Key D. *Moderato.* *mf rall.* *tempo.*

1st Sop. *1. The moon and I,*

2nd Sop. *1. The*

ALTO. *d*

PIANO. *mf rall - - en - - tan - - do. tempo.*

*Ped. **

cres - - cen - -

Through the sum - mer sky,..... Rode in a mag - ic

moon and I,..... Through the sum - mer sky,..... Rode in a mag - ic

cres - - cen - -

*Ped. **

THE TEACHER'S CASQUET

153

----- *do.*
 { | s : - : l | t : - : r | r : - : s | t : - : r | r : - : s | t : - : r | m : - : fe | s : s : l
 sil - ver bark. Our sails we braced, And swift we chased The ba - by - clouds a
 { | s : - : m | m : - : fe | r : - : s | s : - : r | r : - : s | s : - : r | d : - : d | m : m : m
 sil - ver bark. Our sails we braced, And swift we chased The ba - by - clouds a -
 { | m : - : m | m : - : r | r : - : r | r : - : r | t₁ : - : r | s : - : t₁ | d : - : d | d : d : d
 ----- *do.*
f
 Ped. *

{ | t : l : r | s : - : | : : | : : | : : | : : s | s : - : m | s : - : s
 cross in the dark. Then down we dropp'd, And
 { | fe : fe : fe | r : - : | : : | : : | : : | : : r | m : - : m | m : - : m
 cross in the dark. Then down we dropp'd, And
 { | r : r : r | t₁ : - : | : : | : : | : : | : : t₁ | d : - : d | d : - : d
rall. *ff tempo.*
 Ped. * Ped. *

THE TEACHER'S CASQUET

{ s : s : m | s : - : s | d' : d' : d' | t : t : l | s : - : l | l : r : t : t
 nev - er stopp'd Un - til we reach'd the church's stee - ple : No
 { m : m : m | m : - : m | m : m : m | re : re : re | m : - : m | fe : r : fe : fe
 nev - er stopp'd Un - til we reach'd the church's stee - ple : No
 { d : d : d | d : - : d | d : d : d | t₁ : t₁ : t₁ | m : - : m | r : r : r : r
 light was there, No sound was there, And in the hous - es slept the peo - ple.
 { r : r : r | f : - : f | m : m : m | m : - : m : m | d : d : d | t₁ : - : t₁ | t₁ : t₁ : t₁ | t₁ : d : d
 light was there, No sound was there, And in the hous - es slept the peo - ple.
 { t₁ : t₁ : t₁ | t₁ : - : r | d : d : d | d : - : d : d | l₁ : l₁ : l₁ | s₁ : - : s₁ | s₁ : s₁ : s₁ | s₁ : d : d
 mf p rall. pp
 mf p rall. pp

(56) A SONG OF NIGHT AND SLEEP.

Oh, quiet night,
 With all thy train of brooding stars,
And white moonlight,
 And clouds up-piled in silver bars—
We turn to thee our tired faces,
And step from out our noisy places
 Into thy land of sleep,
 And pray to God our souls to keep.

Oh, quiet night,
 With rolling mist on heath and down
And ghostly white,
 The blessed rain a-streaming down ;
We lift our hearts and hands, dust-dry,
To grace down-dropping from on high,
 And lay us down to sleep,
 And pray to God our souls to keep.

Oh, quiet night,
 With all thy wonderland of dreams
And visions bright,
 That o'er our sleeping pillow streams ;
We give our daytime thoughts to thee,
And in thy keeping wander free,
 Within thy land of sleep,
 And pray to God our souls to keep.

(56) A SONG OF NIGHT AND SLEEP.

Key Bb. *Andante*. ρ

1st Sop. ρ $\text{m} . \text{r} : \text{r} :- . \text{t}_1 | \text{l}_1 . \text{s}_1 : \text{t}_1 : \text{l}_1$

2nd Sop. ρ $\text{d} . \text{t}_1 : \text{t}_1 :- . \text{s}_1 | \text{f}_1 . \text{f}_1 : \text{f}_1 : \text{f}_1$

ALTO. ρ $\text{s}_1 . \text{s}_1 : \text{s}_1 :- . \text{s}_1 | \text{t}_2 . \text{t}_2 : \text{r}_1 : \text{t}_2$

PIANO. ρ *rall.* ρ *tempo*. *Ped.* *

$\text{l}_1 . \text{s}_1 : \text{s}_1 :- . \text{m} | \text{m} . \text{r} : \text{r} :- . \text{f} | \text{m} . \text{ma} : \text{ma} : \text{m} | \text{t}_1 . \text{d} : \text{s}_1 :- . \text{s}_1$ ρ

brood-ing stars, And white moon-light. And clouds up-piled in sil-ver bars— We

$\text{m}_1 . \text{m}_1 : \text{m}_1 :- . \text{m} | \text{d} . \text{t}_1 : \text{t}_1 :- . \text{d} | \text{t}_1 . \text{t}_1 : \text{t}_1 : \text{d} | \text{f}_1 . \text{s}_1 : \text{m}_1 :- . \text{m}_1$

brood ing stars, And white moon-light, And clouds up-piled in sil-ver bars— We

$\text{d}_1 . \text{d}_1 : \text{d}_1 :- . \text{d} | \text{s}_1 . \text{s}_1 : \text{s}_1 :- . \text{se}_1 | \text{s}_1 . \text{s}_1 : \text{s}_1 : \text{s}_1 | \text{r}_1 . \text{m}_1 : \text{d}_1 :- . \text{d}_1$

mf ρ

THE TEACHER'S CASQUET

157

mf

turn to thee our tir-ed fa - ces, And step out from our noi-sy pla - ces

turn to thee our tir-ed fa ces, And step out from our noi-sy pla - ces

mf

pp *rall.* *tempo.* *p* *rall.*

In - to thy land of sleep, And pray to God our souls to keep.

In - to thy land of sleep, And pray to God our souls to keep.

pp *rall.* *tempo.* *p* *rall.*

Ped. *

Ped. *

SPECIAL NOTES

SPECIAL NOTES

SPECIAL NOTES



KV-427-535

